NAVAL
POSTGRADUATE
SCHOOL

MONTEREY, CALIFORNIA

THESIS

AN ANALYSIS OF LEADERSHIP OPPORTUNITIES,
EXPERIENCES AND INFLUENCES AT THE UNITED STATES
NAVAL ACADEMY FROM THE PERSPECTIVE OF MIDSHIPMEN

by

Ghislaine W. Stonaker
Kristopher W. Stonaker

June 2005

Principal Advisor:	Janice H. Laurence
Associate Advisor:	Linda D. Mallory

THIS PAGE INTENTIONALLY LEFT BLANK

REPORT DOCUMENTATION PAGE		*Form Approved OMB No. 0704-0188*
Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instruction, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Washington headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302, and to the Office of Management and Budget, Paperwork Reduction Project (0704-0188) Washington DC 20503.		
1. AGENCY USE ONLY *(Leave blank)*	**2. REPORT DATE** June 2005	**3. REPORT TYPE AND DATES COVERED** Master's Thesis
4. TITLE AND SUBTITLE: An Analysis of Leadership Opportunities, Experiences and Influences at the United States Naval Academy from the Perspective of Midshipmen		**5. FUNDING NUMBERS**
6. AUTHOR(S) Ghislaine & Kristopher Stonaker		
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) Naval Postgraduate School Monterey, CA 93943-5000		**8. PERFORMING ORGANIZATION REPORT NUMBER**
9. SPONSORING /MONITORING AGENCY NAME(S) AND ADDRESS(ES) N/A		**10. SPONSORING/MONITORING AGENCY REPORT NUMBER**
11. SUPPLEMENTARY NOTES The views expressed in this thesis are those of the author and do not reflect the official policy or position of the Department of Defense or the U.S. Government.		
12a. DISTRIBUTION / AVAILABILITY STATEMENT Approved for public release; distribution is unlimited.		**12b. DISTRIBUTION CODE**
13. ABSTRACT (maximum 200 words) This thesis explores the leadership opportunities available to midshipmen at the United States Naval Academy, from the perspective of the midshipmen. The purpose was to identify which leadership opportunities, experiences and influences are viewed as highly beneficial to their development as leaders. The research was primarily qualitative in nature, using focus groups with 12 cohorts of midshipmen. Additionally, a quantitative analysis was conducted to compare and contrast the results. The results of this study indicate that the midshipmen primarily learn leadership from other midshipmen, role models, formal leadership positions they fulfill (specifically small unit leadership positions), gender relations and the classroom environment. This thesis presents recommendations to highlight and expand additional leadership positions, experiences or opportunities for midshipmen leadership development. Recommendations for improvements in leadership instruction are also provided.		
14. SUBJECT TERMS Leadership, Leadership Development, Peer Leadership, Negative Leadership, Transformational Leadership, Gender Relations, United States Naval Academy, USNA, Midshipman, Midshipmen		**15. NUMBER OF PAGES** 101
		16. PRICE CODE
17. SECURITY CLASSIFICATION OF REPORT Unclassified	**18. SECURITY CLASSIFICATION OF THIS PAGE** Unclassified	**19. SECURITY CLASSIFICATION OF ABSTRACT** Unclassified **20. LIMITATION OF ABSTRACT** UL

THIS PAGE INTENTIONALLY LEFT BLANK

AN ANALYSIS OF LEADERSHIP OPPORTUNITIES, EXPERIENCES AND INFLUENCES AT THE UNITED STATES NAVAL ACADEMY FROM THE PERSPECTIVE OF THE MIDSHIPMEN

Ghislaine W. Stonaker
Lieutenant, United States Navy
B.S., United States Naval Academy, 1996

Kristopher W. Stonaker
Lieutenant, United States Navy
B.S., United States Naval Academy, 1998

Submitted in partial fulfillment of the requirements for
the degree of

**MASTER OF SCIENCE IN
LEADERSHIP AND HUMAN RESOURCES DEVELOPMENT**

from the

**NAVAL POSTGRADUATE SCHOOL
June 2005**

Authors: Ghislaine W. Stonaker

                Kristopher W. Stonaker

Approved by: Janice H. Laurence
                Principal Advisor

                Linda D. Mallory
                Associate Advisor

                Dr. Douglas A. Brook
                Dean, Graduate School of Business &
                Public Policy

THIS PAGE INTENTIONALLY LEFT BLANK

ABSTRACT

This thesis explores the leadership opportunities available to midshipmen at the United States Naval Academy, from the perspective of the midshipmen. The purpose was to identify which leadership opportunities, experiences and influences are viewed as highly beneficial to their development as leaders. The research was primarily qualitative in nature, using focus groups with 12 cohorts of midshipmen. Additionally, a quantitative analysis was conducted to compare and contrast the results. The results of this study indicate that the midshipmen primarily learn leadership from other midshipmen, role models, formal leadership positions they fulfill (specifically small unit leadership positions), gender relations and the classroom environment. This thesis presents recommendations to highlight and expand additional leadership positions, experiences or opportunities for midshipmen leadership development. Recommendations for improvements in leadership instruction are also provided.

THIS PAGE INTENTIONALLY LEFT BLANK

TABLE OF CONTENTS

LIST OF FIGURES

THIS PAGE INTENTIONALLY LEFT BLANK

LIST OF TABLES

THIS PAGE INTENTIONALLY LEFT BLANK

ACKNOWLEDGMENTS

THIS PAGE INTENTIONALLY LEFT BLANK

I. INTRODUCTION

> The Naval Academy's mission is to develop midshipmen morally, mentally and physically into leaders of character for the Navy and Marine Corps.
>
> Vice Admiral Rodney P. Rempt, U.S. Navy
> Superintendent, U.S. Naval Academy
> (2005, p. 4)

A. BACKGROUND

The Superintendent of the Naval Academy clearly stated his views on the importance of midshipmen leadership development in his article in the U.S. Naval Academy Alumni Magazine, *Shipmate*, titled "Developing Tomorrow's Leaders." The Commandant of Midshipmen, Captain Charles Joseph Leidig, Jr., U.S. Navy, emphasized "honor, leadership, and effort," in his document, "The Commandant's Standard." Other members of the faculty and staff of the Naval Academy, from the athletic coaches, company officers and senior enlisted leaders, to the officer representatives and professors, all have expressed their views on how, where and why midshipmen develop leadership. In contrast, the midshipmen, the ones who are developing these leadership skills and styles, were seldom asked for their views on *their* leadership development. This study looked at midshipmen leadership development by asking the midshipmen-the developing leaders-for their views.

B. PURPOSE

The purpose of this thesis was to explore the leadership opportunities, positions and personnel that are viewed as highly influential and beneficial to the development of United States Naval Academy midshipmen as

leaders. It identified numerous aspects of leadership development, including followership, peer leadership, transformational leadership, human learning, reward and punishment, and positions of command. Additionally, it examined to what extent midshipmen believed the Naval Academy prepared them in the area of leadership development.

C. RESEARCH QUESTIONS AND METHODOLOGY

The primary research question this study answered is: What opportunities, experiences and influences are available to the midshipmen at the Naval Academy to develop their leadership skills? Several secondary questions are answered as well: (1) What are the core dimensions/aspects of leadership? (2) How and to what degree are the above dimensions/aspects of leadership developed? (3) Is explicit leadership development important for a military leader? (4) In what ways and to what extent do midshipmen believe that the Naval Academy is developing them as leaders, and how is this done? (5) What are effective and ineffective leadership development strategies for midshipmen?

A mixed-method, but primarily qualitative, research approach was used in this study. The research was guided by the literature, the focus of the Leadership Task Force, the USNA Values Survey, and the mission of the Naval Academy. The methodology used in this study consists of the following steps:

1. Conduct a literature search of journal articles, professional publications, and other information resources.
2. *Examine Leadership Task Force ideas, questions and interest as related to the leadership development of midshipmen.*

3. Examine the Commandant's Standard as related to leadership development.
4. Examine the academic focus of leadership development from the perspective of the Leadership, Ethics and Law department.
5. Perform focus groups with several different groups of midshipmen.
6. Collect data from USNA Values Survey.
7. Collect data from midshipmen via focus groups.
8. Analyze data from USNA Values Survey and focus groups.

D.   BENEFITS OF THE STUDY

Through the literature review, this study examined a comprehensive compilation of leadership development research relevant to preparing Naval Academy midshipmen for their future roles as officers in the United States Navy and Marine Corps. The goal of this study was to provide an assessment of the development of leadership skills among Naval Academy midshipmen. Opportunities, experiences and influences on midshipmen leadership development were identified. The study also investigated how well the midshipmen understood the importance of their leadership development. It also assessed to what extent they believe these skills are being developed. The research results provide possible ways for the Naval Academy to better approach the leadership development of midshipmen in preparation for their roles as the nation's next generation of leaders.

E.   ORGANIZATION OF STUDY

Following this introduction to the research topic, the next chapter presents leadership development literature that is relevant to the Naval Academy's mission to develop midshipmen in preparation for future roles in the Navy and Marine Corps. Chapter III explains how the data were collected, and presents it in a manner such that it could

be easily replicated. An analysis of the data collected for the thesis is provided in Chapter IV. Chapter V presents the conclusions of the study, as well as recommendations and questions for further research.

II. LITERATURE REVIEW

Our products include leaders like former president Jimmy Carter, Senator John McCain, NBA star David Robinson, NFL star Roger Staubach, astronaut Alan Shepard, Vietnam prisoner of war Vice Admiral James Stockdale, and famed WWII Fleet Admiral Chester W. Nimitz. Even more impressive than these famous personalities, however, are the thousands of historically anonymous but intensely loyal officers who have graduated from USNA and gone on to serve the country with distinction. These men and women have been leaders in the truest sense-often leading subordinates into hostile waters, dangerous skies, or unnamable foreign lands as commanders of ships or submarines, pilots, or special forces officers; leaders who understand how to commit to a mission and inspire followers to get the job done.

Brad Johnson and Gregory Harper
Becoming a Leader the Annapolis Way
(2005, p. 9)

A. INTRODUCTION

Being a leader is one of the fundamental roles of every naval officer, whether they drive ships or submarines, fly planes or command troops on the ground; and whether they wear the insignia of the Navy or Marine Corps. The broad topic of leadership covers many different styles, theories and approaches. This chapter and study will narrow the focus to the topics related to leadership development and how it pertains to Naval Academy midshipmen, in preparation for their future roles as officers in the Navy and Marine Corps.

Midshipmen are young, ambitious adults, ranging in age from 17 to 23; they are high school graduates; some are prior-enlisted sailors and Marines from the Fleet, and a

few have had some college experience. But as they begin their Naval Academy careers as midshipmen, their past is no longer important; they are all the same rank (Midshipmen Fourth-Class, MIDN 4/C, or plebes). With each passing year, additional rank is earned and more and more experiences in the "leadership laboratory," as the Academy is often referred to, prepare them for graduation when they all leave as Ensigns in the Navy or Second Lieutenants in the Marine Corps.

This chapter will follow the path midshipmen take during their four years in Annapolis; the experiences they encounter, the opportunities afforded to them, and the leadership development that occurs along that path. It will cover the theories associated with their leadership development and the focus received in classes taught by the Leadership, Ethics and Law department. Finally, it will describe the hands-on experiences provided to the midshipmen through summer cruises and experiences in Bancroft Hall, the midshipmen dormitory.

B.   LEADERSHIP THEORIES

The United States Naval Academy Strategic Plan states a vision: To provide leaders of great character, competence, vision and drive to transform the Navy and Marine Corps and serve the nation in a century of promise and uncertainty (United States Naval Academy, 2004). Before each young man or woman walks across the stage at graduation and commissioning to become an Ensign or Second Lieutenant and embrace the role of military leader, he or she will walk the halls of Bancroft Hall. There they learn about character, competence, vision, drive, and especially, leadership. All of these characteristics are taught to

midshipmen starting on the first day, known as Induction Day (I-Day).

Early in the morning on I-day the candidates for the next plebe (freshman) class begin to arrive and start their civilian to military transformation. Within just a 12-hour period, they drop the common use of their first names, haircuts are given, civilian clothes are packed away, and new uniforms are issued. Fresh, crisp salutes are taught and orders are given. By early evening they march out into a courtyard in neat, straight lines and take the Oath of a Midshipman. Those who hours before walked in as leaders from their various communities, the high school valedictorians, salutatorians, varsity team captains, and enlisted leaders in the Navy and Marine Corps, are now the ones who are going to be led.

1. Followership

In the words of Aristotle, "who would learn to lead must, as men say, first of all learn to obey." As the I-Day ceremony concludes and the plebes find their way back to Bancroft Hall, they are first taught how to obey. During Plebe Summer, the first summer as a midshipman, the plebes are told how, when, where and why to do everything-- from the minute they get up in the morning until "lights out" at the end of the day. They are taught and led by first class (1/C) midshipmen (firsties), members of the senior class. The firsties, "begin by teaching them to be followers" (Litzinger & Schaefer, 1982, p. 78).

Throughout plebe summer and later during the academic year, training is conducted to begin molding the plebes into future leaders.

> You have to learn how to follow if you want to
> excel as a leader. There are no shortcuts here.
> The entire four-class system at the Academy is
> built on the premise that leadership hinges on
> followership. From day one, midshipmen learn how
> to follow first. (Johnson & Harper, 2005, p. 67)

As "followers" they are required to learn what is directed by their upperclassmen. "At this early stage in his career, that may only mean presenting himself with proper military dress and bearing. Later, he will hold lives in his hands" (Donnithorne, 1993, p. 25). For now, the plebes will continue in the role of the follower.

The idea of the follower may be viewed in two different lights. It has been suggested that:

> Effective followers differ in their motivations
> for following and in their perceptions of the
> role. Some choose followership as their primary
> role at work and serve as team players who take
> satisfaction in helping to further a cause, an
> idea, a product, a service, or, more rarely, a
> person. Others are leaders in some situations
> but choose the follower role in a particular
> context. Both these groups view the role of
> follower as legitimate, inherently valuable, even
> virtuous. (Kelley, 1988, p. 195)

Plebes are all leaders when they arrive on I-Day. However, as midshipmen fourth class (4/C), very seldom are they afforded the opportunity to step up as the leaders.

> Perhaps the most easily identified followership
> path is the one chosen by those "aspiring to be"
> leaders. They understand the need to learn the
> ropes and pay their dues. By proving themselves
> in the follower's role, they hope to win the
> confidence of peers and superiors. (Kelley, 1992,
> p. 53)

In the context Kelley (1988) describes, the plebes are the followers for the time being. "They can become good

8

followers if they accept the value of learning the role, studying leaders from a subordinate's perspective, and polishing the followership skills that will always stand them in good stead" (p. 195).

As each day passes, the plebes gain more and more experience and continue to develop their followership skills. Every skill learned will be added to their "bag or kit" of leadership tools. "Nurturing effective followership requires doing away with the misconception that leaders do all the thinking and followers merely carry out commands" (Lundin & Lancaster, 1990, p. 18). The plebes are learning, while they are the followers, to be able to assume the role of the leader when the time is right. They should be guided by the upperclassmen, so that they may be best prepared for their next three years as leaders in the Brigade and later as commissioned officers. Manz and Sims (1989) shed light on this idea:

> Be a strong, even a charismatic, leader, and followers will know where to go as long as you light their way; teach them to lead themselves and their path will be lighted always. (p. xix)

2. Negative Leadership

Throughout their first summer and academic year, the plebes will be exposed to many different leadership styles, some may be good, others not as good. They will be able to learn from both examples, even if they do not realize it at the time. "Learning from adversity requires a focus on one's self. How can I cope? What will I do differently" (Lombardo & Eichinger, 1989, p. 9)? By asking these questions and recognizing the flaws of those above them, midshipmen will be able to shape their leadership style appropriately. "Sometimes people unknowingly act as

negative role models: people whom others observe and make a conscious effort not to be like" (McCauley, Moxley & Van Velsor, 1998, p. 165). The plebe may remember an action by an upperclassman and decide to never act in that same manner when he or she is the leader. "[F]ollowers can be likened to customers 'buying' the quality of leadership. They compare what one leader has to offer with other alternatives. Then they make their purchase" (Kelley, 1992, p. 202). As the plebes "purchase" the styles of leadership that will serve them best in their future and add to their leadership tool bag, the negative examples will become tools as well.

"The great leader is not necessarily the one who does the greatest things; he is the one who gets the people to do the greatest things" (Strock, 1998, p. 17).

> The term charisma is often used to describe leaders who 'by the force of their personal abilities are capable of having profound and extraordinary effect on followers' and can transform the focus of followers from self-interest to collective interests. They cause followers to become highly committed to the leader's vision, to make personal sacrifices on behalf of the mission, and to perform above and beyond the call of duty. (Yorges, Weiss & Strickland, 1999, p. 428)

Unfortunately, not every leader can be described as a charismatic leader. Some are not willing to make that "personal sacrifice" needed to complete the mission or lead the team.

> A lot of people do whatever it takes to secure the next promotion. All I ever wanted to do in the Navy was to command a ship. I did not care if I ever got promoted again. And that attitude enabled me to do the right things for my people

10

instead of doing the right things for my career. Along the way, it was my people that created the results that ensured my next promotion. (Grassroots Leadership, 2005)

Captain Abrashoff, former commanding officer of the USS BENFOLD, was willing to make the personal sacrifices needed to lead his ship every day of his command, through every evolution. The focus at the Academy should not be any different. Midshipmen need to learn from the mistakes of their upperclassmen, their peers, and from the stories written in history books to add to their leadership tool bag, and to prepare them for their future roles.

3. Peer Leadership

"Leadership development is a continuing process. Thus researchers need to learn a lot more about how experiences with subordinates, peers, and superiors, as well as with family and friends, shape one's subsequent performance as a leader" (Bass, 1990, p. 911). Bass brings to light an important aspect of leadership development: the influence of peers. "This is the group with whom the leader can discuss his tribulations and successes, and they will have similar experiences to share" (Montor, 1998, p. 184). Packard believes that "how one's peer group interprets the appropriate leadership behavior within the institution and passes this interpretation on to group members will likely have a dramatic effect on individual leadership development" (Packard, 1999, p. 12). Even though his study was specific to the U.S. Air Force Academy, similar conclusions may be made for midshipmen at the Naval Academy.

Cadet peer groups appear to be creating a consistent environment having the potential to steer their leadership development trajectories.

> For cadets in positive peer groups, this influence is likely to have a beneficial effect on their leadership development. Cadets in stable but negative peer groups (groups which detract from the goals of Academy training) may not have the same positive outcomes. (Packard, 1999, p. 112)

The peer groups to whom Packard refers are cadets in the same squadron (midshipmen are divided into companies), on the same athletic teams or cadets associated by classroom activities. As midshipmen identify even further with particular peer groups, they tend to label certain groups of midshipmen by specific names and terms. One example is that of "Joe Mids." A "Joe" is a midshipman who embodies the mission to the fullest degree and would be viewed by Academy officials as a "model midshipman." He or she does exactly what they are supposed to do, especially according to Midshipmen Regulations, (MidRegs) and are "by the book." However, most midshipmen do not like "Joes" and view them as "not cool" (Hedrick, J., personal communication, March 26, 2005).

Even though it appears that the term "Joe" adds a negative perspective to the leadership development of midshipmen, there are those that will continue to "do the right thing" even if "called names." As midshipmen transition from adolescence to young adulthood they gain maturity. And with that maturity they will decide to become a "Joe" and not worry about its connotation, or stay the way they are and possibly not become the better leader they could become. Either way, midshipmen are always being challenged by their peers and those challenges will add to their leadership development. "To achieve success in the performance of his duties, a leader must be able to take

12

advantage of all the information sources available to him: the documented sources…the personal knowledge and experience of his seniors, peers, and subordinates" (Montor, 1998, p. 185).

4. Feedback

"What your boss, your peers, and your subordinates really think of you may sting, but facing the truth can also make you a better manager" (O'Reilly, 1994, p. 93). So, exactly how do you find out what they think of you and how you perform your duties?

> The best development experiences are rich in assessment data. Assessment is important because it gives people an understanding of where they are now: what their current strengths are, the level of their current performance or leadership effectiveness, and what are seen as primary development needs. (McCauley et al., 1998, p. 9)

One form of assessment used in many successful civilian organizations and highly-effective military units is feedback. "Feedback is vital to any group process committed to improving itself, for it is the only way to know what needs to be improved" (Athens, Phillips, St. George, Fichter, Clarke, Cesari, et al., 2004, p. 271). However, feedback is not only useful to groups, it is also important to every individual in an organization.

> Extensive research on learning and education has shown that feedback is a critical part of any learning process. Feedback is particularly important in the leadership development process because as leaders progress in the organization they have fewer opportunities to get direct and objective input on how they are perceived by others. (Conger, 1999, p. 38)

At the Naval Academy, feedback is an integral part of a midshipman's leadership development. As students in the

"leadership laboratory," it is imperative that they are aware of their successes and failures (if not overtly obvious), strengths, weaknesses and potential for future growth. "One important function of assessment data is that they provide a benchmark for future development. Another is that they stimulate people to evaluate themselves" (McCauley, et al., 1998, p. 9). Midshipmen are able to use the feedback to make themselves better leaders and more capable in future roles.

There are several different methods and forms of feedback and assessment available. "Formal assessment from others includes processes such as performance appraisals, customer evaluations, 360-degree feedback, organizational surveys that measure employee satisfaction with managers, and assessments and recommendations from consultants" (McCauley et al., 1998, p. 10). The midshipmen are provided feedback through the 360-degree feedback system as well as performance evaluations, called Aptitude for Commissioning Evaluations.

At the conclusion of every academic semester, midshipmen are required to enter feedback on the members of their respective company. Midshipmen in each company, by class, rank their peers and their subordinates, and at times the program has allowed for feedback and rankings of superiors. Descriptors must be entered for each of the top and bottom three midshipmen in the rankings and may be added for any other midshipmen in the ranking for whom midshipmen desire to provide additional feedback. Written Aptitude for Commissioning Evaluations are also filled out at the end of every academic semester. Squad leaders are responsible for writing a descriptive evaluation on all of

the members of their squads, platoon commanders for their squad leaders, and so on and so forth. All first class midshipmen in the company will rank the underclass midshipmen, and the final aptitude for commissioning input is provided by each company officer.

Midshipmen are also subject to informal means of feedback and assessment through observation, reactions, or verbal communication.

> Informal assessment data from others are available more regularly through less structured processes: asking a colleague for feedback, observing others' reactions to one's ideas or actions, being repeatedly sought out to help with certain kinds of problems, or getting unsolicited feedback from the boss. (McCauley et al., 1998, p. 10)

Informal opportunities for feedback for midshipmen can be found daily at squad tables (midshipmen eat all meals together in the cafeteria, King Hall, according to their assigned squad) and during training evolutions in Bancroft Hall. The squad leader and the other upper-classmen assigned to a squad provide constant feedback to the plebes as they progress through plebe year. The upper-classmen *should* be able to self-assess their leadership development through the progress and performance observed in their subordinates.

"Feedback is essential to attaining a bias to improve. If productive output is not closely scrutinized, much of the information and intelligence needed to achieve a bias for improvement will not be obtained" (Montor, 1998, p. 296). Whatever the system, formal or informal, used to provide feedback, it is an essential element for leadership development. It has been said that, "feedback facilitates

15

the development of leadership" (Conger, 1999, p. 39).
"Perhaps the greatest challenge of all is answering the
question, 'Now that I have the data, what do I do with
it?'"(McCauley et al., 1998, p. 38).

5. Transformational Leadership

Some define leadership as leaders making
followers do what followers would not otherwise
do, or as leaders making followers do what the
leaders want them to do; I define leadership as
leaders inducing followers to act for certain
goals that represent the values and the
motivations-the wants and needs, the aspirations
and expectations-of both leaders and followers.
And the genius of leadership lies in the manner
in which leaders see and act on their own and
their followers' values and motivations. (Burns,
1978, p. 19)

Burns stresses the relationship between the leaders
and the followers. He believes that "the essence of the
leader-follower relation is the interaction of persons with
different levels of motivations and of power potential,
including skill, in pursuit of a common or at least joint
purpose" (Burns, 1978, p. 19). Thus, we come to the theory
of transformational leadership. The transformational
leadership model argues that "the more effective leaders
are those able to motivate subordinates to performance
levels that exceed both their own and their leader's
expectations" (Conger, 1999, p. 129). According to Burns,
transformational leadership "occurs when one or more
persons engage with others in such a way that leaders and
followers raise one another to higher levels of motivation
and morality" (Burns, 1978, p. 20). Transformational
leadership is taught to the midshipmen at the Academy, and
the intention is for the midshipmen to embrace its
characteristics for the followers to observe.

16

At USNA, we work to help our midshipmen
appreciate the fact that real influence as a
leader comes from modeling positive support,
genuine consideration, and behavior that is
congruent with one's policies and standards.
This is what we call transformational leadership,
and research suggests that transformational
leaders create enduring loyalty and growth in
subordinates because they identify with the
leader. Because the leader is seen as genuine
and supportive, followers truly "own" allegiance
to the leader's directives. (Johnson et al.,
2005, p. 171)

Role models, either midshipmen role models, officers
on the Yard, coaches, or professors provide the example for
midshipmen to follow in their quest to become
transformational leaders. As the leaders of the Brigade,
the first-class midshipmen have the power to influence the
climate of the brigade and the capacity to improve every
midshipman's leadership abilities.

Leaders who manage to transform follower behavior
and attitudes hold power not through coercion but
as a result of their own display of competence
and character. When leaders provide an
impressive example of job competence, communicate
an inspiring corporate vision, and use copious
helpings of empowerment and praise with
subordinates, they set a positive tone for the
entire command. (Johnson et al., 2005, p. 170)

6. SuperLeadership

Not only have the midshipmen been influenced by
transformational leaders, they have also been led by
SuperLeaders. "A *SuperLeader* is the one who leads others
to lead themselves (Manz et al., 1989, p. 5). The division
of rank among midshipmen allows them to experience several
aspects of leadership, either by filling one of the billets
as shown in Figure-1, or by observing the actions and
example by the midshipmen in the "striper" billets. The

Educational Guide to U.S. Service & Maritime Academies
describes the responsibilities of the stripers as follows,

> Midshipmen officers, called stripers, lead the
> Brigade in parades, ceremonies, and daily
> formations. They are responsible for the
> conduct, military smartness, and competitive
> records of their units. In addition, they are in
> charge of the midshipmen watch organization in
> Bancroft Hall. The selection of three sets of
> midshipmen officers each academic year increases
> the individual opportunity for this valuable
> leadership experience.
>
> In carrying out their important new tasks, the
> first class midshipmen find themselves calling
> upon all their leadership skills developed the
> previous three years. This final year of
> practical experience finds them totally prepared
> to assume their coming leadership role upon
> graduation. (Gurney & Sheehan, 1978, p. 56)

Figure 1.   Rank structure within the Brigade of Midshipmen
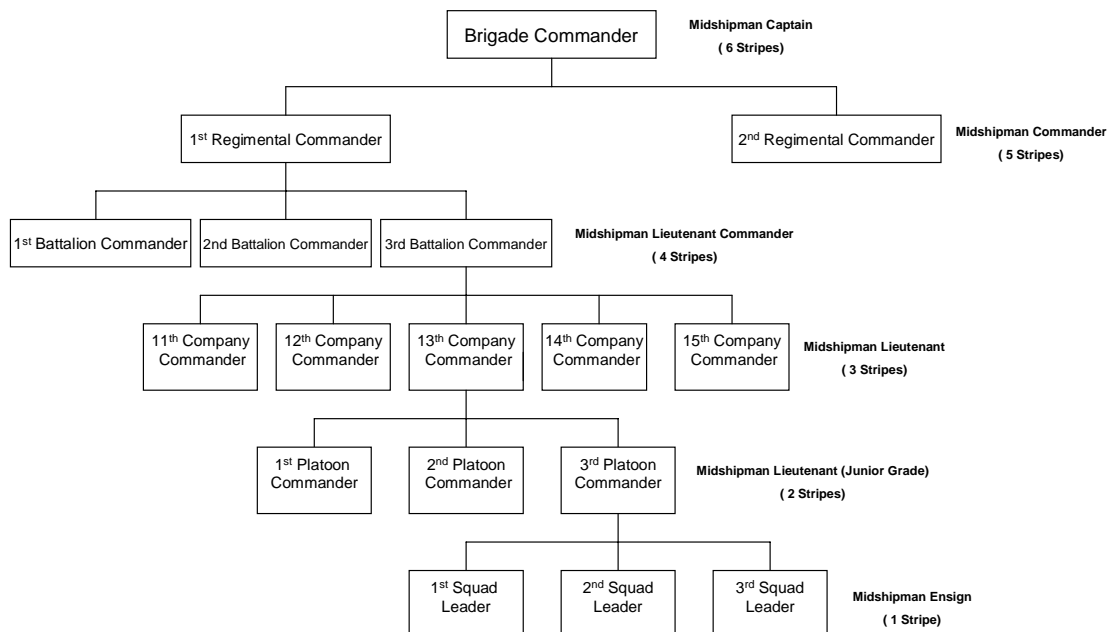
The firsties can be described as the *Superleaders,* encouraging the self-leaders, the followers or underclassmen, to lead themselves and prepare for their future leadership roles. "Assignment to one of these positions is the culmination of four years of training in the 'leadership laboratory,' as it is often called, and is an opportunity to test and develop an individual's ability to lead and exercise authority over others" (Micheli, 1998, p. 3). Many studies have been conducted and focus on the roles of the stripers, as well as their success after commissioning. However, every first class midshipman has a leadership role in some capacity. A squad leader, with only the rank of Midshipmen Ensign, is still responsible for leading a squad of 10 underclass midshipmen. Figure 2 illustrates the available billets within the company first class rank structure.

Similarly, the company drill officer directs the company at all drill evolutions; these include company "march-ons" to home football games, noon meal formations and formal parades. Once again, his rank is only that of a Midshipman-in-Ranks, but he has a direct impact on the entire company of 140 midshipmen.

> Rather than bending the wills of subordinates, superleaders seek avenues for sparking their needs for accomplishment and releasing their talents. Superleaders encourage followers to take on responsibility, exercise initiative, and govern themselves in the workplace. (Johnson et al., 2005, p. 213)

As the midshipmen are exposed to day-to-day life in Bancroft Hall, leadership classes in Luce Hall and experiences on athletic fields and their leadership skills develop, the aim is for them to become superleaders.

"Leaders in this vein see their job as defined by moving followers from dependence on the leader to independence" (Johnson et al., 2005, p. 213).

Figure 2.   Company First-Class Billet Organization
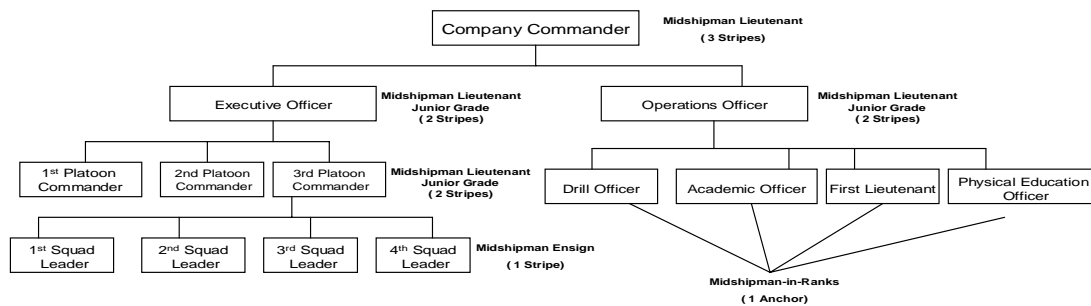
C.   **METHODS OF TEACHING LEADERSHIP SKILLS**

"The ultimate goal in education is the training of the mind, digesting and reproducing thoughts, especially because wars nowadays are fought and won primarily by the mind and not by manpower. Therefore, it is important that every good leader be well educated" (Montor, 1998, p. xxviii).

> Setting apart the Naval Academy from almost every other college and university in the country is our commitment to the total development of our students. Some other colleges offer more majors in academics. Some put more emphasis on intercollegiate athletics. But nowhere else do you have a better opportunity to grow intellectually, personally and physically than at the Naval Academy. (United States Naval Academy, 2005a, ¶18)

20

To accomplish the "total development" of midshipmen, and in keeping with the mission of the Naval Academy to develop midshipmen *morally, mentally and physically*, a unique combination of classroom teaching and hands-on practice has been developed. A rigorous four-year curriculum is in place, over 18 different majors are offered, and common core courses are required of midshipmen toward completion of their Bachelor of Science degrees. The Leadership, Ethics and Law department courses are part of the core courses required. These courses, coupled with summer cruises and experiences in Bancroft Hall, are intended to combine and compliment each other in the leadership development of the midshipmen.

1. Classroom

So, can leadership be taught in the classroom or must it be experienced first-hand in order to be grasped or mastered? The Naval Academy's "department of Leadership, Ethics, and Law helps to mold midshipmen into future Naval and Marine Corps Officers" (United States Naval Academy, 2005b). However, the "ability to learn is a complex combination of motivational factors, personality factors, and learning tactics" (McCauley et al., 1998, p. 7).

> Because leadership is an art, many people are of the opinion that it cannot be taught, that it is an innate gift and therefore cannot be learned. I disagree with this strongly, for every artistic talent can be further developed. I do not see why we cannot apply this to military leadership. (Montor, 1998, p. xxiv)

Professor Montor's view on leadership development and the ability to learn in a classroom was not different to others in the field of leadership development. Svinicki

believes that the ability to learn rests in the hands of the teachers, instructors and professors.

> The most basic task of an instructor in any course is to help students learn the content. Note that I didn't say 'cover the content,' because covering it is easy: Just keep talking. I said 'help students learn the content,' because that is, after all, one of the foundational purposes of education: to learn content. The student's job is to learn it, and the instructor's job is to make sure they do. (Svinicki, 2004, p. 9)

Donnithorne (1993) observed leadership development as a cadet at West Point, and later as a professor in their Leadership department. He also believes the assumption that leadership can be taught. "Since its inception in 1802, the Academy [West Point] has refined a unique system for teaching leadership" (Donnithorne, 1993, p. 3). The focus at the Naval Academy is quite similar to the program at West Point. Each year the midshipmen are exposed to another aspect of leadership, to include human behaviors and psychology and ethics and moral decisions.

The first semester of plebe year, all fourth-class midshipmen take the first course in the academic portion of their leadership development, NL112, Leadership and Human Behaviors. The following describes what the midshipmen are exposed to in NL112.

> Midshipmen examine fundamental tenets of leadership in the context of theories and principles of individual and group behavior during their first semester. Topics include human development, followership, personality, motivation, performance enhancement, supervision and communication, as well as seminars with senior enlisted personnel and former commanding officers. The course instructors provide relevant

22

personal and fleet based examples and emphasize interactive learning. (United States Naval Academy, 2005b, ¶1)

Midshipmen return from their respective summer training programs and begin yet another academic year. Third class year midshipmen take a course in ethics and moral reasoning during either the fall or spring semester, dependent on their major. It is believed that,

> A great deal more hard work, individual study, and reflection are required beyond merely a cursory examination of our nation's founding documents, or even of the specific provisions of military law, in order to prepare each member of the armed services for his or her public responsibilities. (Lucas & Rubel, 2004, p. 3)

The following is a more descriptive account of the course,

> This course is structured around classical and contemporary writing in moral philosophy. Current and historical case studies are used to show how these fundamental ideas can be applied to the service of the professional military leader. (United States Naval Academy, 2005b, ¶9)

The final course in the academic portion of a midshipman's leadership development is NL302, Leadership: Theory and Application.

> Third year students continue to build on concepts introduced in NL112, examining the leadership process by focusing on the dynamic interaction of "the leader, the followers, and the situation." The course uses readings by experts in the fields of military sociology, social psychology, organizational behavior and group dynamics in an application oriented and case study driven approach to bridging the experience gap between the students' roles as midshipmen and the challenges they will face as first tour naval leaders. (United States Naval Academy, 2005b, ¶4)

23

Each of these courses builds upon each other and the leadership development of the midshipmen. "To maintain their effectiveness, people in positions of leadership must be able to learn, actively and continuously. This is no simple task. Learning is neither easy nor automatic" (McCauley et al., 1998, p. 242). As the midshipmen continue through their four years in the leadership laboratory their development should be a continuous process. These courses are only the beginning to a career of learning and developing.

2. "Leadership Laboratory"

Whereas some agree that leadership can be learned in the classroom just the same as music, math and science, others argue that it cannot be learned in the classroom alone. Bennis (2003) believes that "leadership courses can only teach skills" and that the "ingredients of leadership cannot be taught...they must be learned" (p. 34 & 65). "Every well-balanced education consists of a healthy mixture of theory and practical experience" (Montor, 1998, p. xxv). Following the conclusion of every academic year the midshipmen are exposed to various summer training programs to complement the instruction received in the classroom. Furthermore, day-to-day decisions, observations and experiences in Bancroft Hall offer midshipmen additional experiences to add to their leadership development, and provide the "practical application" of what they have been presented in the classroom.

"While the instructor can structure the learning environment to enhance the probability that key components of the content are highlighted, the learners must ultimately work with the material themselves to ensure

24

solid initial learning and ultimate transfer to the real world" (Svinicki, 2004, p. 37). The "transfer to the real world" that Svinicki describes is the most important part of her point. Bennis (2003) agrees and adds that, "it is not devices, such as 'career path planning,' or training courses, that are needed, but an organization's commitment to providing its potential leaders with opportunities to learn through experience in an environment that permits growth and change" (p. 176).

> Students must have multiple opportunities to put into use the information they have been learning. We want them to be able to recall and use the information effortlessly so that they can exert their mental energies not on recall, but on expanding their understanding (Svinicki, 2004, p. 32).

Midshipmen are, in fact, afforded multiple opportunities to develop their leadership skills and to grow into effective and capable leaders. In addition to the positions within the Brigade, Regimental, Battalion and Company staffs during the academic year, summer training opportunities and positions are the "practical experiences" for the midshipmen to practice the skills presented to them in the classroom. The Department of Professional Programs plays a vital role in each midshipman's preparation for leadership in the Fleet or Marine Corps. The two main vehicles to reach this goal are the Summer Training and Career Information Programs (United States Naval Academy, 2005d).

Some of these include being members of the cadre, or detail, to train the incoming plebe class as squad leaders, platoon commanders, company commanders, honor staff, sailing instructors and weapons instructors and other

various staff positions. Several other small-unit leadership opportunities are billets as Assistant Officers in Charge (AOINC) of Yard Patrol Craft (YPs), Skippers and Executive Officers of the sailing vessels in the Command, Seamanship, and Navigation Training Squadron (CSNTS) program, foreign exchange cruises, Marine training through the Leatherneck program, and detail and cadre at the Naval Academy Preparatory School in Newport, Rhode Island.

3. Morally, Mentally, and Physically

The Physical Education Department is tasked with accomplishing one third of the mission of the Naval Academy, to prepare midshipmen physically to become professional Navy and Marine Corps officers. This mission is accomplished through a thorough and rigorous course of instruction in the fundamentals of swimming, personal defense, lifetime fitness and recreational sports, and through the regular administration of the Physical Readiness Test. Midshipmen must meet physical education requirements during their four years at the Naval Academy in order to graduate. (United States Naval Academy, 2005c, ¶1)

Every midshipman is required to participate in a varsity, junior varsity, club or company intramural sport. Whether or not they are the captain of the team, or the biggest cheerleader on the sidelines, athletics provides another opportunity for the midshipmen to develop their leadership skills. Not only are the midshipmen exposed to leaders in the capacity of coaches, administrators and team captains, but also their peers on the field, on the court or in the pool of play. Other studies have "examined the concept of players leading other players, or peer leadership…that this is an important aspect that has implications" (Todd & Kent, 2004, p. 106). Todd and Kent (1999) also believe that "one of the best environments to

26

evaluate the leadership potential of adolescents is within that of sport, as it is a naturalistic setting that provides an appropriate context for multiple ratings of leadership behaviors" (p. 106). By enforcing a policy to have every midshipman participate in one of the various levels of athletic competition, the Academy hopes this will enhance leadership development and achievement of the mission of the academy: to develop midshipmen morally, mentally and physically.

D.   CHAPTER SUMMARY

This chapter reviewed the leadership development literature relevant to our research. Understanding different theories of leadership, methods of learning, and the fundamental applications were central to the study and presented here. The midshipmen start off as followers, observing the positive and sometimes negative examples of their upperclassmen. They are constantly challenged by their peers, evaluated by their peers, subordinates and seniors through the feedback program, and eventually evolve into transformational and SuperLeaders. The lessons learned are from various angles: the academic courses taught in Luce Hall, day-to-day experiences in Bancroft Hall and the opportunities presented during summer training. The exposure to all of these elements is essential to the leadership development of the midshipmen. But how they view their leadership development is also important and will be addressed in the following chapters.

THIS PAGE INTENTIONALLY LEFT BLANK

III. RESEARCH METHODOLOGY

> To provide Navy and Marine Corps officers who: Exhibit the highest standards of professionalism and integrity; Understand themselves and the traditions of the Naval Service; Take the initiative, foster teamwork, and display a relentless pursuit of mission success; have a passion for knowledge; and Lead their sailors and Marines selflessly, courageously, and creatively, in peace and war.
>
> Leadership Task Force's
> Leadership Development Goal
> of the United States Naval Academy
> (Haskins & Athens, 2004)

A.   INTRODUCTION

The purpose of this chapter is to describe the research methodology used in this study, as well as how the data were collected. To determine the midshipmen's perspective of leadership development at the Naval Academy, focus groups were conducted to get an in-depth view from the Brigade of Midshipmen on the topic. Additional information was needed for contrast, comparison, and amplification and was obtained through interviews with members of the Leadership Task Force (LTF) and interviews with the leadership course coordinators from the Leadership, Ethics and Law department. Finally, some quantitative data were provided by Institutional Research, through the USNA Values Survey, to further support the views on leadership development by the midshipmen.

B.   FOCUS GROUP PARTICIPANTS

Focus groups were conducted to gain first-hand knowledge from the midshipmen regarding their views on leadership at the Academy. They were asked about available

leadership opportunities and their perspectives on their own leadership development. A summary of the focus group protocol can be found in Table 2. At the beginning of each focus group, an index card activity was conducted to gather demographic and descriptive information on the participants. All participants were assigned a number to be used instead of a name for the hour-long session. This practice encouraged the midshipmen to be completely honest and not feel any need to refrain from making comments that they may not have made had they been identified by name.

The following classes of midshipmen at the Academy were sampled for this study; the Class of 2005 (firsties), the Class of 2006 (second class), the Class of 2007 (youngsters or third class), and the Class of 2008 (plebes or fourth class). Given the nature of their roles in Bancroft Hall and their expected different perspectives on midshipmen leadership development, the groups were organized into three categories of midshipmen rank: 1)firsties: 2)second and third class grouped together; and 3)plebes.

A total of 12 focus groups were conducted, each with 7-15 midshipmen. Focus group participants were categorized by race/ethnicity and gender.[1] Some of the groups were "mixed" in reference to gender and ethnicity, and some were homogeneous (i.e., all female, all male or all minorities). In addition, firsties were categorized as either stripers (midshipmen first class with three stripes and above), or non-stripers (midshipmen first class with two or less stripes). The two-striper focus groups were selected on the

---

[1] Race/ethnicity and gender were considered because the focus group sample for this thesis was "shared" with another thesis examining the same leadership issues by gender and race/ethnicity.

basis of their midshipmen rank, and corresponding position. Attempts were made to select a cross section of the brigade first class leadership positions, including representatives from company, battalion, regimental or brigade staffs, as well as varsity team captains (who are three-stripers while "in-season" for their perspective sport). The 10 other focus groups were selected randomly to ensure a representation of the Brigade of Midshipmen, using the Institutional Research midshipmen database. Midshipmen selected represented all companies in the brigade and were informed via their company officer and email. Table 1 depicts the number and categories of the focus groups.

Table 1.   Number and Composition of Focus Groups by Class

	1st Class			2nd & 3rd Class			4th Class		
	Male	Female	Mix	Male	Female	Mix	Male	Female	Mix
Minority	1			1			1		
White									
Mix		1	2		1	1		1	1
Striper*			2						
Total	6			3			3		

* Two of the four 1st Class groups (of mixed gender and race/ethnicity) comprised stripers

C.   FOCUS GROUP PROTOCOL AND PROCEDURE

The focus groups were convened over a two-week period in November, 2004, during the Fall semester of the academic year. Thus, midshipmen had been exposed to leadership or followership roles through most of the first academic semester. One-hour sessions were conducted during lunch

and dinner meals. The midshipmen were told beforehand that they could arrive up to 15 minutes earlier, to allow more time to eat their lunch or dinner. Sessions were held in a Luce Hall classroom, from 1220-1320 during the midshipmen lunch break, as well as during dinner from 1830-1930 before the start of study hour.

The focus groups were held in a comfortable, relatively informal setting. The researchers were not in uniform and pizza and soft drinks were provided to the midshipmen. Once the introductions were completed, the researchers began the session, using a Microsoft Power Point presentation to guide the sessions. Participants were told that their comments were confidential and valuable to the study. The midshipmen were also told that the session would be tape-recorded and one of the researchers would be taking notes.

Each session began with an index card activity. This allowed the researchers to gather demographic data on the participants. Following the index card activity, the focus group session continued with a group discussion, as indicated in Table 2. Next was a "minute paper" activity; a chance for the participants to write down thoughts for the question listed in Table 2, without the pressure of describing the answer in front of the group. Approximately five to seven minutes were allotted for the "minute papers" and then another group discussion was conducted. The final written part of the focus group was a short survey (see Appendix A). The focus group concluded with a final group discussion and then the participants were thanked.

Table 2.   Focus Group Protocol Summary

#	Type	Question
1	Group Discussion	Describe a positive experience that provided you the opportunity to develop your leadership style and effectiveness.
2	Minute Paper	Write down and describe any negative experiences, either first-hand or knowledge of one, that have contributed to your development as a leader, or when a leader has fallen short of your expectations.
3	Group Discussion	What, if anything, would you change about the leadership classes to better prepare you as a leader.
4	Survey	Ratings of leadership categories 1-5 scale (See Appendix X)
5	Group Discussion	Who do you typically look to as leadership role models?

D.   LEADERSHIP TASK FORCE INTERVIEWS AND DATA INPUTS

The Leadership Task Force, an in-house group at the Naval Academy, was led by Vice Admiral Michael Haskins, USN (Ret.) and Colonel Arthur Athens, USMC (Reserve) under the charter of the Superintendent of the Naval Academy. It was convened by the Superintendent to assess the various arenas and opportunities (e.g., the classroom, interaction in Bancroft Hall and participation in summer cruises) for leadership and character development at the Naval Academy. The main goals of the task force were to improve small unit leadership opportunities for the midshipmen; to directly promote appropriate officer development; and to construct a system to track the leadership opportunities and experiences of each midshipman.

Through discussions with Admiral Haskins on 17 June 2004 and Colonel Athens on 2 March 2005, the researchers were able to gain a better understanding of the functions of the Leadership Task Force. The objectives of the task force included short, medium and long-range objectives. Some of the objectives have already been met, such as

expanding the small unit leadership opportunities (i.e. CSNTS and YP's), and the development of the methodology and organizational structure for integrating leadership, ethics, and character development programs through the new Officer Development System, under the Commandant of Midshipmen. Throughout the studies of the Leadership Task Force, most of the data collected for their research were through the professors, instructors, coaches and officer representatives of various extra-curricular activities (ECAs), Brigade Support Activities (BSAs) and athletic teams. This study intended to investigate the same topics as the Leadership Task Force with the addition of the midshipmen inputs and perspectives.

E. LEADERSHIP, ETHICS AND LAW DEPARTMENT INTERVIEWS

The Leadership, Ethics and Law Department of the Naval Academy provides the midshipmen the classroom aspect of their leadership development. The department "helps to mold midshipmen into future Naval and Marine Corps Officers. Courses offered include Leadership and Human Behavior, Leadership Theory and Application, Naval Law, Moral Reasoning for Naval Leaders, and Psychology" (United States Naval Academy, 2005b, ¶1). Discussions with the course coordinators for the Leadership and Human Behavior (Plebe Leadership) and Leadership Theory and Application (Second Class Leadership) provided a better understanding as to what the midshipmen are learning and the methods involved in each classroom.

Each year the midshipmen are exposed to a different aspect of their leadership development. During plebe year, midshipmen are introduced to the principles of leadership and psychology. "Topics include human development,

34

followership, personality, motivation, performance enhancement, supervision and communication, as well as seminars with senior enlisted personnel and former commanding officers" (United States Naval Academy, 2005b). The following year is spent learning about ethics and moral reasoning. During second-class year, the principles and theories are further explored and applications to their future roles as Navy and Marine Corps leaders are discussed. The second-class leadership course "examines the leadership process by focusing on the dynamic interaction of 'the leader', 'the followers', and 'the situation'" (United States Naval Academy, 2005b, ¶4). Finally, during firstie year, midshipmen are exposed to military law through a course entitled, "Law for the Junior Officer."

The discussions with the course coordinators for the leadership and ethics classes were later continued to research the instructor cadre for the three different classes, NL112, NL302, and NE203. Only the instructor statistics for the 2005 academic year were analyzed. The researchers investigated how the military and academic experiences of the instructors varied between each of the courses. A summary of these results can be found in Table 14.

F. QUALITATIVE AND QUANTITATIVE ANALYSIS

In this study, both quantitative and qualitative data were collected and analyzed. Quantitative analyses of the focus group and the Values Assessment Surveys were conducted first. A qualitative analysis was then conducted on the transcribed responses from the focus groups.

The *SPSS* program was used to aid in analyzing the data from the two surveys. Chi-Square tests, Cronbach's Alpha, Analysis of Variance (ANOVA), and Tukey tests were run on the data from the surveys. A summary of the findings can be found in Tables 3-13.

The QSR N6 qualitative analysis software program was applied to aid with the analysis of the transcribed discussions and minute papers from the focus groups. These data were examined for themes. Each of the identified themes was then reviewed across class year to determine any similarities or differences that occurred.

G.   CHAPTER SUMMARY

The methodology for this research was designed to determine the opportunities, experiences, and influences that contribute to the leadership development of Naval Academy midshipmen. Even though the primary focus of the study is the midshipmen's perspective on leadership development, it was also important to take into account the views of the Leadership Task Force and the Leadership, Ethics and Law course coordinators. The focus groups, interviews, and survey data together provided a rich perspective on USNA leadership development.

IV. DATA ANALYSIS

A.   INTRODUCTION

In this study, both quantitative and qualitative means were used to analyze the data.   Quantitative analyses of the focus group and the Values Assessment surveys were conducted first.   A qualitative analysis of the transcribed responses from the focus groups was then conducted.

The first step in analyzing the Values Assessment survey results was to determine if any of the questions could be combined to provide a parsimonious analysis of the survey.   A reliability analysis using Cronbach's Alpha model was employed to determine if the groupings were appropriate.   An analysis of variance (ANOVA) was then performed on each of the new question groupings, followed by post hoc Tukey tests.

A similar procedure was followed when analyzing the focus group survey results.   The first step in analyzing the data was to determine if there were any significant differences across class year in the proportion of respondents who selected the "not applicable" response option.   This analysis employed the Chi-Square test.   Next, a reliability analysis was conducted to determine if certain questions could be grouped together.   Finally, an analysis of the variance (ANOVA) was conducted on each of the questions.

The qualitative analysis was conducted with the assistance of the QSR, N6 qualitative data analysis software.   The focus group transcriptions were entered into the N6 software and emerging themes were categorized. After a thorough analysis, five themes were identified and

finalized: Midshipmen develop their leadership abilities through (1) small unit leadership positions, (2) interactions with other midshipmen, (3) observing role models, (4) gender relations and (5) formal classroom instruction.

B.   QUANTITATIVE ANALYSIS

1. Values Assessment Survey

The 2004 Values Assessment Survey included 130 questions. Twelve questions that dealt specifically with leadership were used from the survey. The applicable page from the survey is included in Appendix B. The questions are also listed below in Table 3. It should be noted that only response options "1" through "5" were used in the calculations for the Values Assessment analysis. The "no opinion" (given a value of 0) responses were excluded.

Rationally-related questions were grouped together to enhance reliability. Questions 61-63 primarily deal with the senior leadership at the Academy. Questions 64-66 concern the company officers. Questions 67-69 deal with the senior enlisted advisors. Finally, questions 70, 72, and 73 deal with the midshipmen stripers. A reliability analysis using Cronbach's Alpha Model was employed to analyze the groupings. The groupings and resulting Cronbach's Alpha coefficients are included in Table 3. The Alphas of all four groupings were greater than 0.75, indicating high reliability. Therefore, four new variables were created from the groupings. These composite variables were calculated by taking the means of each of the questions in each group.

Table 3.   Values Assessment Survey Groupings and Alpha Results

Composite variable	Question	Cronbach's Alpha
cmgrp1	q.61: Overall, the senior leadership (Superintendent, Commandant, Deputy Commandant, and Academic Dean) effectively led by word, deed, and example.	0.752
	q.62: Overall, the senior military officers (O4 and above) stationed on the yard effectively led by word, deed, and example.	
	q.63: Overall, the faculty effectively led by word, deed, and example.	
cmgrp2	q.64: My company officer took a personal interest in my development.	0.913
	q.65: My company officer was fair in his/her dealings with the midshipmen in the company.	
	q.66: My senior enlisted led by word, deed, and example.	
cmgrp3	q.67: My senior enlisted took a personal interest in my development.	0.917
	q.68: My senior enlisted was fair in his/her dealings with the midshipmen in the company.	
	q.69: My company officer led by word, deed, and example.	
cmgrp4	q.70: They were qualified for their striper positions.	0.825
	q.72: They effectively led by word, deed, and example.	
	q.73: They took a personal interest in my development.	

The means and standard deviation of the composite variables are included in Table 4.

Table 4.   Values Assessment Survey Item Composite
Means and Standard Deviations

Grad Year		cmgrp1	cmgrp2	cmgrp3	cmgrp4
2005	Mean	4.17	3.26	3.51	3.13
	Std. Dev.	0.63	1.26	1.18	0.90
2006	Mean	4.23	3.11	3.42	3.20
	Std. Dev.	0.63	1.26	1.20	0.86
2007	Mean	4.35	3.25	3.62	3.20
	Std. Dev.	0.56	1.15	1.08	0.84
Total	Mean	4.26	3.21	3.52	3.18
	Std. Dev.	0.61	1.22	1.15	0.86

The next step in the analysis was to perform an analysis of variance (ANOVA) on the four composite variables. The complete ANOVA tables are listed in Appendix C for reference. A summary of the results is listed below in Table 5. In relation to class year, the senior leadership responses, "cmgrp1," is significant (F=22.38, p<.001). The company officer group responses, "cmgrp2," is also significant across class year (F=3.94, p<.05). Finally, the company senior enlisted group, "cmgrp3," is also significant across class year (F=6.51, p<.01).

Table 5.   Values Assessment Survey ANOVA Summary

Composite group	Significant?	F-Value
Cmgrp1	Yes	22.38
Cmgrp2	Yes	3.94
Cmgrp3	Yes	6.51
Cmgrp4	No	n/a

A post hoc analysis using a Tukey test was performed on each of the three significant groups. Summaries of those results are depicted below in Tables 6-8. In the senior leadership category, "cmgrp1," the Class of 2007

reported higher scores than the Classes of 2005 or 2006. For the company officer grouping of questions, "cmgrp2," the Class of 2006 reported lower scores than the other two classes. Finally, the Class of 2006 also reported lower rankings for the company senior enlisted rankings, "cmgrp3," than the Class of 2007.

Table 6.   Summary of Tukey Post HOC: cmgrp1

Grad Year (A)	Grad Year (B)	Mean Difference (A-B)
2005	2006	-0.06
	2007	-0.19***
2006	2005	0.06
	2007	-0.12***
2007	2005	0.19***
	2006	0.12***

* = p<.05
** = p<.01
*** = p<.001

Table 7.   Summary of Tukey Post HOC: cmgrp2

Grad Year (A)	Grad Year (B)	Mean Difference (A-B)
2005	2006	0.15*
	2007	0.00
2006	2005	-0.15*
	2007	-0.14*
2007	2005	-0.00
	2006	0.14*

* = p<.05
** = p<.01
*** = p<.001

Table 8.   Summary of Tukey Post HOC: cmgrp3

Grad Year (A)	Grad Year (B)	Mean Difference (A-B)
2005	2006	0.09
	2007	-0.11
2006	2005	-0.09
	2007	-0.20***
2007	2005	0.11
	2006	0.20***

* = p<.05
** = p<.01
*** = p<.001

2. Focus Group Survey

The focus group survey mentioned in the previous chapter was employed to gain the midshipmen's view of how much influence particular groups of individuals have on midshipmen leadership development. Certain related groups were combined in an effort to provide more reliability. To check if the groups could be combined, a reliability analysis using Cronbach's Alpha Model was performed on each combined group.   Only the responses indicative of an opinion (a response of 1 to 5) were included in the calculations.   The group combinations and the Cronbach's Alpha for each are displayed in Table 9.   As indicated in the table, all Cronbach's Alpha Values were less than 0.75. Therefore, each category was considered individually.

Table 9.   Focus Group Survey Alpha Results

Composite group #	Included categories	Cronbach's Alpha
1	Senior Officers	0.397
	Military Faculty	
	Civilian Faculty	
2	Company Officers	0.55
	Senior Enlisted	
3	Coaches	0.401
	Team Captains	
	Officer Reps.	
4	Ret. Mil. Officers	0.707
	Sponsors	
	Family	
	Chaplains	
5	1/C Stripers	0.626
	1/C Non-Stripers	
	2/C	
	3/C	
	Peers	

An investigation as to whether there was significance across class year for questions that were answered as "not applicable" was also performed. Any significance in this area could indicate that one or more of the influencer categories are not aiding in the leadership development of the midshipmen. Dichotomous variables were created from the original variables. The two possible results were "not applicable" or "opinionated response." A Chi-Square test was then performed on each of the dichotomous variables. As indicated in Table 10, the coach, team captain, officer representative, sponsor, and chaplain categories were all found to be significant across class year in relation to "not applicable" responses.

Table 10.   Percentage of Focus Group "not
applicable" Survey Responses

	Class					Chi-Square
Category	2005	2006	2007	2008	all classes	
USNA senior officers	1.8%	0.0%	4.8%	3.6%	2.5%	0.000
Company officers	0.0%	0.0%	0.0%	0.0%	0.0%	N/A
Company senior enlisted	3.6%	0.0%	0.0%	0.0%	1.7%	N/A
Coaches	37.5%	33.3%	38.1%	41.1%	38.0%	12.609**
Team captains	48.2%	45.5%	25.0%	17.2%	36.6%	36.561***
Officer representatives	26.8%	20.0%	14.3%	20.7%	22.3%	14.333**
Military faculty	0.0%	0.0%	4.8%	3.4%	1.7%	0.000
Civilian faculty	7.1%	10.0%	6.7%	3.4%	6.4%	3.857
Retired military officers	17.9%	6.7%	23.8%	20.7%	18.2%	7.455
Sponsors	33.9%	53.3%	28.6%	13.8%	30.6%	14.568**
Family	7.1%	6.7%	14.3%	3.4%	7.4%	3.000
Chaplains	35.7%	28.6%	42.9%	17.2%	31.7%	16.947**
1/c stripers	7.4%	7.1%	4.8%	0.0%	5.1%	3.000
1/c	5.5%	0.0%	0.0%	0.0%	2.7%	N/A
2/c	0.0%	0.0%	0.0%	0.0%	0.0%	N/A
3/c	5.6%	0.0%	0.0%	0.0%	2.5%	N/A
Peers	1.8%	0.0%	0.0%	0.0%	0.8%	N/A

* = p<.05
** = p<.01
*** = p<.001

The next step in the analysis was to perform an analysis of variance on each of the categories. Only the opinionated responses were used in the calculations. A complete list of the ANOVA tables is provided in Appendix D as a reference. A summary of the results is provided below in Table 11. Only the "team captain" (F=2.92, p<.05) and "1/c striper" (F=7.58, p<.001) question responses proved to be significant over class year.

Table 11.   Focus Group Survey ANOVA Summary

Category	Significant?	F-Value
USNA senior officers	no	0.68
company officers	no	1.07
company senior enlisted	no	0.22
Coaches	no	0.27
team captains	yes	2.92
officer representatives	no	0.10
military faculty	no	1.64
civilian faculty	no	1.77
retired military officers	no	2.46
Sponsors	no	0.85
Family	no	0.85
Chaplains	no	1.05
1/c stripers	yes	7.58
1/c	no	1.48
2/c	no	1.13
3/c	no	2.45
Peers	no	1.08

A post hoc analysis using Tukey's test was performed on the two significant groups.   Summaries of the results are listed in Tables 12 & 13.   For the "team captain" responses, the Class of 2005 reported lower scores than the Class of 2008.   A similar trend was also noted for the "1/c striper" category.

Table 12.   Summary of Tukey Post HOC: team captains

Class year (A)	Class year (B)	Mean Difference (A-B)
2005	2006	-0.50
	2007	-0.17
	2008	-1.04*
2006	2005	0.50
	2007	0.33
	2008	-0.54
2007	2005	0.17
	2006	-0.33
	2008	-0.88
2008	2005	1.04*
	2006	0.54
	2007	0.88

* = p<.05
** = p<.01
*** = p<.001

Table 13.   Summary of Tukey Post HOC: 1/c stripers

Class year (A)	Class year (B)	Mean Difference (A-B)
2005	2006	-0.40
	2007	-0.62
	2008	-1.32***
2006	2005	0.40
	2007	-0.22
	2008	-0.92
2007	2005	0.62
	2006	0.22
	2008	-0.70
2008	2005	1.32***
	2006	0.92
	2007	0.70

* = p<.05
** = p<.01
*** = p<.001

3. Limitations of Focus Group Survey

There are numerous limitations to the survey distributed to the midshipmen during the focus group sessions. Various leader roles (e.g., company officers,

46

peers) were to be rated on a six-point Likert Scale of increasing "influence" on the respondent's leader development. The anchors were delineated as follows: "0" = not applicable; "1" = low; and "5" = high. Both the question stem and response option anchors proved problematic. For example, the "0" (N/A) response option was intended to indicate that the midshipman had no interaction with a certain group of individuals. However, some midshipman may have interpreted the "0" option to mean that the group of individuals had no influence on the midshipman's leadership development. The "low" to "high" scale is confounded with "negative" to "positive." That is, it is unclear whether respondents equated the two or whether results include cases in which "high influence" could have also been negative influence. Finally, the leader role referent was unclear. For example, some midshipmen had multiple company officers, some good, some bad.

4. NL112, NL302 and NE203 Instructor Statistics

As stated in the previous chapter, descriptive data on the instructor cadres for the naval leadership and ethics courses that each midshipman is required to complete were also compiled. The instructor characteristics for the two naval leadership courses, NL112 and NL302, are very similar. These two courses are developed and maintained by a group of "core" instructors that work in the Leadership, Ethics, and Law Department. For the most part, their primary duty at the Academy is to teach these classes. The core instructors are complimented by "adjunct" instructors. The adjuncts are faculty and staff from other departments that volunteer to teach a section (individual class) or two of leadership as a collateral duty. A large majority of

the adjuncts are company officers from Bancroft Hall (St. George, personal communication, April 7, 2005).

The instructor composition of the ethics course, NE203, is very different from that of the leadership courses. The only core instructor for the ethics course is the ethics course coordinator. All of the other instructors are adjuncts. With very few exceptions, the ethics instructors all hold/held the rank of O-5 or higher in the military (Rubel, personal communication April 11, 2005).

Table 14 provides a summary of the instructor cadre statistics. It is interesting to note the differential in military experience between the leadership and ethics instructors. Approximately 80-90% of the naval leadership instructors are O-4s or below. In contrast, all of the ethics instructors are/were O-5s or above.

There is also a disparity between the academic qualifications of the leadership and ethics instructors. Only approximately 50% of the naval leadership sections are taught by an individual with a masters degree or doctorate. However, approximately 87% of the ethics sections are taught by an instructor with a masters or doctorate degree.

Table 14. Number and Percentage of Naval Leadership/Ethics Instructors by Various Characteristics

Characteristic	Course Number		
	NL112	**NL302**	**NE203**
Paygrade (active/reserve/retired)			
O-3	28 (70%)	23 (74.2%)	0 (0%)
O-4	8 (20%)	2 (6.5%)	0 (0%)
O-5	2 (5%)	2 (6.5%)	23 (60.5%)
O-6	1 (2.5%)	2 (6.5%)	13 (34.2%)
O-9	1 (2.5%)	1 (3.2%)	1 (2.6%)
Other	0	1 (3.2%)	1 (2.6%)
Total	40	31	38
Instructor Status			
Core Instructors	15 (37.5%)	16 (51.6%)	n/a
Adjunct Instructors	25 (62.5%)	15 (48.4%)	n/a
Instructor Status by Course Section			
Sections Taught by Core	40 (61.5%)	37 (71.2%)	n/a
Sections taught by Adjunct	25 (38.5%)	15 (28.8%)	n/a
Total Sections	65	52	68
Core Instructors by degree			
Bachelors:	8 (53.3%)	8 (50.0%)	n/a
Masters:	4 (26.7%)	6 (37.5%)	n/a
Doctorate:	3 (20.0%)	2 (12.5%)	n/a
Adjunct Instructors by degree			
Bachelors:	6 (24.0%)	4 (26.7%)	n/a
Masters:	19 (76.0%)	11 (73.3%)	n/a
Doctorate:	0 (0%)	0 (0%)	n/a
Total Instructors by degree			
Bachelors:	14 (35.0%)	12 (38.7%)	5 (13.2%)
Masters:	23 (57.5%)	17 (54.8%)	27 (71.1%)
Doctorate:	3 (7.5%)	2 (6.5%)	6 (15.8%)
Total Sections by degree			
Bachelors:	33 (50.8%)	26 (50.0%)	9 (13.2%)
Masters:	27 (41.5%)	21 (40.4%)	50 (73.5%)
Doctorate:	5 (7.7%)	5 (9.6%)	9 (13.2%)

C. **QUALITATIVE ANALYSIS: LEADERSHIP DEVELOPMENT THEMES FROM FOCUS GROUPS**

1. **Theme I: Midshipmen Develop Their Leadership Abilities through Small Unit Leadership Opportunities**

   a. Theme

   Midshipmen develop their leadership abilities through small unit leadership opportunities. During both the academic year and summer training, various leadership positions are available to midshipmen to practice the leadership skills presented in the classroom environment. As the midshipmen assume these roles, they are afforded the opportunity to develop their own leadership style, train their subordinates, and learn the responsibilities associated with the position of the leader.

   b. Justification

   During the focus groups, the researchers asked the midshipmen, "To describe three positions, experiences, influences, or situations that have allowed you to develop or demonstrate your leadership skills at the United States Naval Academy." The results from every focus group indicated that midshipmen who were given small unit leadership opportunities were able to develop their leadership abilities. The most common positions that provided beneficial development were firsties on Yard Patrol crafts (YP's), CSNTS (Command, Seamanship, and Navigation Training Squadron) cruises, Summer Seminar detail, and Plebe Summer detail.

   Three first class midshipmen are assigned as the ranking midshipmen to a Yard Patrol craft. They run the day-to-day operations, are in charge of their watch section, and, most importantly, are responsible for the

development of the third or second class midshipmen underneath them.

> I served as a first class on a YP cruise over the summer. And they made an effort to reorganize that cruise over the summer…And with only three firsties on board, you get a division. There are training objectives that you have to reach with those individuals. You've got to counsel them on meeting those objectives. And with me and the other two firsties on the boat, we ran the evolutions for that boat on a daily basis and we were responsible for the individuals required to complete that mission. It's the single best leadership experience I've had here at the Academy. **(Male, first class midshipman)**

For some midshipmen, this is the first opportunity they have had to make real decisions, develop their subordinates and to practice the leadership skills they have read about or observed others practicing. Throughout the focus groups, all of the midshipmen who had trained on a YP, as a third class or first class midshipmen, believed that it was beneficial training and a worthwhile experience.

> Doing YPs as a firstie you're actually – the other two firsties on the YP depend on you to do your job so they can do theirs too. So you have more of a – you actually have something to do, a role to fulfill as a firstie and a leader and everything. So you have your watch section that depends on you, but you also have the other guys that depend on you too. **(Male, first class midshipman)**

With the additional responsibility given to the first class midshipmen assigned to the YP, and less officers onboard, the firsties are looking forward to being assigned a YP for summer training. In years past, it was

51

not the most desirable training evolution, but once they experience it, all have positive things to say about it.

> I was one of the firsties who got randomly assigned to a YP this summer. I thought it was going to be a pretty horrible experience, but, I mean, it really did give you the chance to, like, you know, see how you interact with, like, a small unit. And I think that was, like, one of the best experiences that I've had since being here. **(Female, first class midshipman)**

Throughout the focus groups, similar descriptions for YPs were used and the remarks about the program were consistently positive.

As with YP training, first class midshipmen assigned to the CSNTS program during summer training also had positive things to say about their training and leadership development. The first class midshipmen are the executive officers (XO's) of the sailboats, occasionally the skippers, with at most one officer on each boat. Like on the YP, the midshipmen are in charge and provided an opportunity to develop their leadership skills. Also, CSNTS provides a real life experience.

> I think CSNTS – it's not too much fun during the summer, but I think it's a good leadership experience. I'd say CSNTS cruise it was like – sometimes it was like a life and death kind of thing and demanding. And that really brings out some human responses. **(Male, first class midshipman)**

The responsibility given to these midshipmen starts before they even step foot on the sailboats. They are required to shop for their food, plan out their meals and organize the watch rotations. Once underway, Mother Nature provides the setting for the decisions they are faced with making.

I also did CSNTS as a firstie and I remember
during one – one night about two o'clock in the
morning or something we're in a storm or, like,
there's really rough water. And my CO was, see,
kind of – you know, an old man. He just kind of
passed out. And so, like, I was, like, in charge
of a lot of the other youngsters. You know,
making sure they got through their rotations and
do their job. You know, since everybody was – a
lot of people were puking and doing, like getting
sick and stuff. I thought that was a good
experience and I had to push everybody to keep
their watch section going. **(Male, first class
midshipman)**

A third small unit leadership opportunity for the
midshipmen comes from positions on the detail or cadre for
summer seminar and plebe summer. New youngsters are the
squad leaders for the high school students attending summer
seminar. The other billets held during summer seminar are
filled by the first class midshipmen. Plebe summer
detailers are currently limited to first class midshipmen
only. However, the class of 2005 held the position of
squad leaders for the class of 2007's plebe summer and a
number of those who held those positions participated in
these focus groups. For all of those midshipmen who
participated in either summer seminar or plebe summer
detail as members of the cadre, the experiences were
described as positive opportunities for their leadership
development.

The very positive leadership that I've got here
at the Naval Academy was being selected as a
platoon commander for summer seminar this summer.
For the last three years, I guess I haven't had
that many leadership opportunities within the
actual brigade of midshipmen. And it just – it
felt like a rewarding experience to be able to
say this is my platoon of 49 – of 49 potential
candidates to go to the Naval Academy. And I

53

have a say in their future. And I was able to
lead them this whole summer and make them
midshipmen candidates, so they will one day be
able to become midshipmen. **(Female, first class
midshipman)**

The ability to try different leadership styles and to
practice what they have learned were some of the common
themes used to describe summer seminar.

The best experience I had was summer seminar,
being a squad leader in summer seminar, because
you had a direct relationship with all the kids
that were in your squad. And it wasn't really
micromanaged at all, so you could basically try
like different types of leadership styles and see
what ones were the best. **(Male, second class
midshipman)**

Some midshipmen are not interested in participating in the
plebe summer detail, but are picked regardless. Here is
how one midshipman turned it into a positive learning
experience.

I really wasn't interested in doing plebe summer
detail, but I ended up being picked as a squad
leader. And I think that experience, leading
other people and helping them to become better at
what they were supposed to be doing and becoming
a midshipman was an incredible experience. It
turned out a lot better that I had ever
anticipated. And I think a lot – a lot of times
around here it's just, you know, a manner of
accepting, you know, a position or perhaps, even
showing some type of interest in the position and
tackling that and giving it your best shot and
seeing how it turns out, even if it's not
something that you wanted in the first place.
(Male, striper, first class midshipman)

All of the different experiences (firsties on YPs
or CSNTS sailboats, summer seminar or plebe summer detail
or cadre) described by the midshipmen in the focus groups,
provided positive learning experiences to develop their

leadership skills through small unit leadership opportunities.

2. **Theme II: Midshipmen Develop their Leadership Abilities through the Interactions with Other Midshipmen**

   a. Theme

Midshipmen develop their leadership abilities through their interactions with other midshipmen. They are company-mates, teammates and classmates. And through these different formal and informal roles they interact in Bancroft Hall, on the athletic fields and in the classroom or on liberty. As the plebes, or followers, they observe their peers or superiors. As the upperclass, they observe their classmates, or the upperclass above them. No matter what class, all of the focus groups stressed the fact that they all watch their peers.

   b. Justification

During the focus groups, the researchers asked the midshipmen, "To describe a positive experience that provided you the opportunity to develop your leadership style and effectiveness." The answers expected by the researchers were given, (i.e. formal position within Bancroft Hall: squad leaders and company commanders specifically, team captains, or summer training billets), but there were also unexpected answers. Participants in every focus group emphasized how much their leadership developed by observing their peers, company-mates or friends in positions of leadership.

> A lot of upperclass and during plebe summer and during the academic year just observing the different leadership styles I think has greatly helped me grow as a leader. Seeing what didn't work, what didn't inspire me as a follower, what didn't motivate me to work hard and what did.

Like, distinguishing between those two, I'd kind of sort out, like, how I would like to be as a leader myself just by observing the other leaders, upperclassmen. **(Male, fourth class midshipman)**

Not only is it important for them to observe each other when in a formalized setting, but the observations made during normal day-to-day or liberty activities are instructive as well. In their own peer group, they notice who gets things done, who gets everyone on the same page and who steps up as the leader.

I'd also like to add on that – typically – like, for a role model, not so mush as like a leadership role model, but, like, within my own peers in my company, like, there are those individuals that stand out. Like, the one guy who went out and organized so fifteen of us ended up at the same place for spring break, or the one outing that all youngsters – you know, that one person who organized it. Then you sit back and look at, you know, what was it that that person did that – you know, everyone's like, oh, well, that's a great idea and let's all do it. And so – and those kind of leadership roles, like, you might not look at it as that, but once you – once you actually so look at it, you actually see that they're the leadership. (**Male, third class midshipman)**

For every focus group the responses were the same: we look at our peers. The midshipmen are at a vulnerable age and how they are viewed by their peers affects the decisions they make and with whom they choose to associate.

I like to think that my friends and my peers here who I get along with are all going to be good leaders. So I definitely look to my peers, because I don't really think I associate with people who I think aren't good leaders. I mean, that's just – you know, how I pick who my – you

know, who my friends are. People who are – I
don't know. Good people who are going to be good
leaders. **(Female, first class midshipman)**

3. **Theme III: Midshipmen Develop their Leadership
    Abilities from Role Models They Encounter**

   a. Theme

Midshipmen develop their leadership abilities
from the role models they encounter and observe. The Naval
Academy staff and faculty are a combination of military and
civilian professors, coaches and officers. Midshipmen
observe those in positions of authority in Bancroft Hall,
the classroom, athletic practice or competition and while
on liberty. As the midshipmen go about their daily
activities, year by year, they are able to learn from the
examples, both good and bad, of the role models presented
to them.

   b. Justification

During the focus groups, the researchers asked
the midshipmen, "Who and why do you typically look to as
leadership role models?" All of the midshipmen in the
focus groups emphasized the importance of the first class
midshipmen leading the Brigade, the officers on the yard,
their parents, their sponsors (specifically retired
military) and their coaches or team captains. They
mentioned not just the good role models, but also how they
were able to learn from the bad role models, what not do
when they are in the same position or when facing a similar
decision.

> I just think going around the Academy you get to
> see a lot of different leadership styles through
> the company officers, senior enlisted, other
> midshipmen. And just taking in the bad ones, and
> you know, just taking all those things on board
> knowing that you don't want to have that in your

leadership style. And then taking all the good leadership that you see and trying to take that on board, project that out, you know, through your leadership style is probably the most positive thing I've gotten out of here. **(Male, first class midshipman)**

Numerous statements were made concerning the importance of learning from the negative examples of leadership. Using the mistakes of others to improve the way they will act when faced with similar situations or decisions is a valuable training tool. And the importance of remembering how they would want to be led if they were the follower also aids development as a leader.

I was going to say, even within my company, like, I look at my upperclass and I always see, like, some of them are doing really well and I take their – their qualities that are aspects of mine, out it into what I think I – is a good leader. And then I look at the others, who I might not think they're doing well. So, I, like, take the pros and cons of each of my upperclassmen and try to base it on what I think should be a good leader. Try and develop myself that way into the upperclass, what I think is a really good leader. **(Male, fourth class midshipman)**

Within the Brigade of Midshipmen, particular attention was paid to the positions of the squad leader and the company commander as important midshipman role models. The squad leader has a direct influence over 11 other midshipmen in their squad every day. It is the squad leader who "tends" to the midshipmen during meals and formations and is accountable for their livelihood and well being. For much the same reasons, the role of the company commander is important as well, as they have the ability to directly influence the morale of an entire company.

58

> I'm just going to agree with what number four
> just said, in terms of people who I've looked up
> to over the years at the Academy. I mean, if you
> count them, three or four people who I've looked
> up to the most have been company commanders. And
> they're probably the most solid people that I've
> known. Not that they were the smartest, but in
> terms of the way they dealt with the company and
> the way they led. **(Male, first class midshipman)**

Each of the midshipmen come from different backgrounds and
family settings that facilitate their early development.
Throughout their time as midshipmen, their development
continues and they attend to those around them as role
models. Every focus group consistently emphasized the
importance of using anyone as a role model, and even bad
role models, can provide a positive learning experience.

> As far as leadership, role model, I'd say
> basically, everybody, peers, company officers,
> anyone. Just look for what they do well, try to
> adapt that to your style and learn from what they
> do wrong and then not do that. I try to avoid
> those kind of mistakes. Some people will show
> you what not to do more often than others. But
> just kind of take in all the different traits of
> each person and just kind of mold your own style
> with that. **(Male, first class midshipman)**

The Brigade is divided up into 30 companies, and
each is a bit unique. Each company officer and senior
enlisted leader has fleet experience to bring to their
company and apply to develop their midshipmen.

> While I don't necessarily enjoy working for or
> with my company officer, I've learned a lot from
> both him and my senior enlisted. I think I've
> learned more from my senior enlisted in this
> semester that I have with any of the senior
> enlisted on the yard in the past three years.
> It's been a really good experience because he has
> a lot of fleet experience. And it's just a

different way of thinking. **(Male, first class midshipman)**

4. **Theme IV: Midshipmen Develop Their Leadership Abilities through Gender Relations**

   a. Theme

Midshipmen develop their leadership abilities through gender relations. The first class of women at the Naval Academy graduated in 1980; with additional communities opened to women in 1994. Yet even with these advancements there are still problems that exist between the men and women at the Academy. The professional and personal relationships between the male and female midshipmen at the Academy provide another opportunity to develop their leadership skills.

   b. Justification

During the focus groups, the researchers asked the midshipmen, "To describe any negative experiences, either first-hand or knowledge of one, that have contributed to your development as a leader, or when a leader has fallen short of your expectations." This question was purposefully asked in the minute paper format to allow for even more honest answers. The researchers were concerned that sitting with their peers, the midshipmen might not want to speak about negative experiences as openly as they would to the other less sensitive questions presented. As a result of the minute papers, a new theme emerged from the "negative experiences" question: gender relations.

> Recently, on a Saturday night, I was in the hall and at about 2230 I walked out of my room to get some water. What I found in the hall was a drunk second class talking to a plebe female standing CMOD, and another second class standing "drunk watch." The intoxicated second class told the

60

other to leave, and he did. I was not about to leave the plebe girl alone with the drunk second class so I stayed in the hall with her until the second class finally decided to leave. I was very disappointed in both of the second class's behavior.   I will be sure to police my own classmates next year to keep a potentially bad situation from occurring. **(Female, third class midshipman)**

The following statement is the observance of one female over her four years at the Academy.

Fourth class year I was harassed by upperclass and asked very unprofessional questions. I had never before experienced so many people hitting on me with the expectation that they could sleep with me if they wanted to. I was even physically assaulted by an in-company upperclass. Second class year I was formally counseled for overtraining because my company commander was friends with a plebe I was hard on. I never went past the line – never once even raised my voice. One year my company senior enlisted was dating a first class in company. Another year my company officer told eight other first class that he could see himself "making a point" with my former roommate. **(Female, first class midshipman)**

Gender relations and issues are not just happening on the Yard or inside of Bancroft Hall. Summer training evolutions, such as YP's and fleet cruises have also exposed women to harassment or unprofessional treatment.

Most of the experiences that I have gotten the most leadership skills have been from bad experiences. When I did YP's this summer as a first class, the chief on my boat was very against females. He told me the first day that, "I just want you to know, this is a man's Navy." Having him around just made me want to work even harder to prove myself and being a leader through this experience. **(Female, first class midshipman)**

Unfortunately this situation should not be the standard for motivation. She should be judged by and motivated to enhance her abilities, skills or determination, and not intimidated based on her gender.

> As first class midshipmen, summer cruises are intended to place you into a leadership role with a small unit. The first class on my CSNTS cruise was a male and had little to no respect for women. He continuously made off-color comments and had no problem telling the female crew what his feelings were. I am sure that this was observed in other aspects of the Academy, so I wonder how he made it that far. If the Academy's job is to create or shape leaders, they obviously failed this first class, as he will soon be graduating, going to the fleet with this reputation. Of course, his ideas and actions will be perceived as a reflection of USNA and how "well" it truly produces leaders. **(Female, third class midshipman)**

5. **Theme V: Midshipmen Develop Their Leadership Abilities through Classroom Experiences in Luce Hall**

    a. Theme

    Midshipmen develop their leadership abilities through classroom experiences in Luce Hall. The courses taught to midshipmen include three mandatory core courses, NL112: Leadership and Human Behavior, NE203: Moral Reasoning for Naval Leaders, and NL302: Leadership Theory and Application. The first course, NL112, is taken by the midshipmen during the first semester of their plebe year. Ethics, NE203, is taking by third class midshipmen during one of the two semesters their youngster year. Finally, NL302, is taken by second class midshipmen second semester of their junior year. Each of these courses build upon each other with the principles, theories and scenarios presented.

62

b. *Justification*

During the focus groups, the researchers asked the midshipmen, "What if anything would you change about the leadership classes to better prepare you as a leader?" All of the midshipmen that participated in the focus groups had taken at least one of the three core courses taught, with the exception of the plebes. The plebes were nearing the end of their first semester of academics including NL112. As a result, all the midshipmen were able to provide feedback on the courses they had taken: some courses were not as well-liked as others. Ethics, for example, was described more favorably than the leadership courses. The psychology portion of NL112 was judged as important and anyone who had taken a psychology elective thought it should be mandatory. Finally, the instructors were instrumental in providing enduring lessons from each course. Specific examples of the findings are provided in the subsections below.

Every focus group yielded consistent themes and descriptions regarding how they viewed the courses and what they took away from them. NL112 is the least-liked course of the three core courses, followed by NL302, whereas ethics, NE203, was the most well-liked of the three.

> I think the leadership classes are pretty – pretty worthless, because, like – I mean, nothing in leadership really sticks out in my head. It's just a laundry list of things memorized and you get points – you get a grade. At least for me. Like, I didn't get anything out of it. **(Male, first class midshipman)**

Unfortunately, sometimes things just have to be read, memorized, and learned. The methods for teaching the basic leadership theories and principles are not appealing to the

63

midshipmen. However, they seem to be learning the material. Several times during the focus groups, midshipmen complained about the "laundry lists" of leadership theories yet they were able to list them from courses they took over two years ago. Thus, despite their complaints, they had actually retained and learned the material.

> I think that there's a lot of good stuff in there. It's just the manner in which it's presented. And I think somehow it manages to stay in your head, some of the basics that they teach, like – just how to be your basic leader. You know, lead by example and all that. They just feed us all that. But it's just the way it's presented, sometimes. Like he said, the key word was laundry list. I – I think the manner in which it's presented here I could teach it myself. Just give me the power point slide and save the teacher some time really. **(Male, first class midshipman)**

Not only is the manner in which material is presented to the students important, but also the instructors teaching the courses makes a difference. Some of the courses are taught by more senior officers with fleet experiences and lessons learned to go with that experience. Other instructors are more junior, with varying degrees of motivation brought to the classroom environment.

> Going back to plebe leadership class, my teacher – my Lieutenant, I guess – would walk into class and he really wouldn't have an idea of what he was going to talk about or his daily lesson. You know, he was completely unprepared. I kind of got bored with the class half way through the semester. Lost interest with it. So it's all about who the teacher is. **(Male, first class midshipman)**

With the teacher, it's not more like what they teach you, it's like, more of a – what kind of an officer they are and what kind of a leader. Because I know during my classes I – I think, you know, like, wow, that's awesome. Like, I want to do – be like her. You know what I mean? And, like, plebe year my leadership teacher. On the last day, she's like, just because I only have you guys for a semester don't think I never forgot or I will ever forget you and if you ever need anything. And I knew that if I ever needed anything – and she actually ended up, like, when I got in trouble once, coming an standing for – just stuff like that. Like, examples from them, the things they've done. **(Male, first class midshipman)**

Midshipmen who took psychology electives emphasized the utility of those concepts for understanding other people and their own development as leaders. Even though six weeks of the plebe leadership course is devoted to psychology and human behaviors, the midshipmen overwhelmingly agreed that a psychology course should be added on as another mandatory course in Luce Hall.

I've taken some psychology courses here that are really helpful to see how people react in group situations. Because even though you're saying it's just book learning, people react that way every time. And it's nice to be able to recognize that, you know, this how to take care of your people. **(Male, first class midshipman)**

Finally, the material also has an impact on the perceived "likeness" of a leadership course. As discussed earlier, laundry lists of leadership traits or theories are not high on the midshipmen's list. However, the discussion-based scenarios presented in the Ethics courses are high on their list.

The ethics class that you take as a youngster, I think, is really interesting. Because even

65

though a lot of it's not directly applicable, a lot of the cases studies you do, make you think about the situations that you might be put in. And dealing with the senior officers, the captains and commanders who teach the course, they put you in situations that they were actually in themselves. And that really makes me think about what you're – you're going to do when faced with hard decisions. **(Male, second class midshipman)**

D.   CHAPTER SUMMARY

In summary, chapter four presented the avenues in which midshipmen are able to develop their leadership skills. These include learning from small unit leadership opportunities, interactions with and observations of other midshipmen, role models, gender relations, and the formalized classroom setting. In addition, this chapter analyzed midshipmen's opinion on leadership at the Naval Academy across class years. In the next and final chapter, the researchers will summarize the results and suggest questions for additional research.

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

> Be a strong, even a charismatic, leader, and followers will know where to go as long as you light their way; teach them to lead themselves and their path will be lighted always. (Kelley, 1992, p. xix)

A. OVERVIEW

The point that Kelley stresses, to teach followers to light their own way, can be compared to the mission of the United States Naval Academy: to develop midshipmen morally, mentally, and physically. Midshipmen spend four years in the "leadership laboratory" developing into tomorrow's young leaders in the United States Navy and United States Marine Corps. With this in mind, the authors summarize the findings of this research and offer suggestions for further research.

B. SUMMARY AND CONCLUSIONS

In this thesis, the researchers attempted to answer the following questions presented in Chapter I: (1) *What opportunities, experiences and influences are available to the midshipmen at the Naval Academy to develop their leadership skills?* (2) *What are the core dimensions/aspects of leadership?* (3) *How and to what degree are the above dimensions/aspects of leadership developed?* (4) *Is explicit leadership development important for a military leader?* (5) *In what ways and to what extent do midshipmen believe that the Naval Academy is developing them as leaders, and how is this done?* and (6) *What are effective and ineffective leadership development strategies for midshipmen?* In response to the research

questions, the leadership and learning literature review, presented in Chapter II, identified the following leadership theories: (1) *Followership*, (2) *Negative Leadership*, (3) *Peer Leadership*, (4) *Feedback*, (5) *Transformational Leadership*, (6) *SuperLeadership* and methods of teaching leadership skills: (a) *Classroom*, (b) *"Leadership Laboratory,"* and (c) *Morally, Mentally, and Physically.* The focus group and quantitative data presented in Chapter IV suggest that midshipmen learn leadership through various methods described in Chapter II, and that negative leadership and peer leadership is essential to their development as leaders. The point is to not have "bad examples" from which the midshipmen should learn. Quite the contrary, the Academy should continue to attract and recruit the best examples for the midshipmen to follow. Midshipmen learn from their peers and other midshipmen because of the continual influences they have on each other day in and day out. Even though there were some significant differences across class year in the quantitative analysis, no differences across class year resulted from the qualitative analysis.

The opportunities, influences and experiences available to the midshipmen are the formal Brigade, Regimental, Battalion, and Company positions, summer training billets (Plebe Summer or Summer Seminar detail, YP's and CSNTS), and the informal influences found by interacting with other midshipmen, professors, officer representatives, coaches, company officers, senior enlisted leaders, and midshipmen sponsors. Each of these unique opportunities or influences plays a part in the leadership development of the midshipmen.

The core dimensions of leadership are taught in the classroom and are re-emphasized with the "hands-on" practical application in Bancroft Hall and during summer training. The most influential dimensions of leadership for the midshipmen are negative leadership and peer leadership. Midshipmen are constantly observing those around them, their peers as well as their superiors, and using the good and bad examples to develop their own leadership style. The degree to which each of the dimensions is developed is very similar for each midshipman. Every midshipman is exposed to the same core academic curriculum and provided a small unit leadership position during summer training. It is up to the individual to absorb all that he or she has learned in the classroom, and apply it when faced with leading a group, making a decision or developing their own leadership style.

The Academy does think that explicit leadership development is important for its military leaders and has established task forces to review its own leadership development program. The overwhelming response of the midshipmen was that the Academy is providing the tools necessary for them to develop as leaders; however it is up to each midshipman to take advantage of those opportunities. The most effective leadership development strategies for the midshipmen are the "hands-on" experiences where they are faced with making decisions and holding each other accountable. The most ineffective leadership development tool is allowing a midshipman to graduate without ever having to hold a formal leadership position.

C. RECOMMENDATIONS

During this research, the authors developed several research questions about leadership development at the United States Naval Academy. Many of the members of the faculty and staff have their own views on how midshipmen develop their leadership. However, it was important for the researchers to obtain the midshipmen's perspective on their own leadership development while active participants in the "leadership laboratory." As a result of the quantitative and qualitative research conducted, a few recommendations and suggestions are provided to continue to improve the quality of our future Navy and Marines Corps leaders.

The Naval Academy needs to continue to emphasize small unit leadership opportunities for every midshipman and to ensure that before each midshipman walks across the stage at graduation, he or she has taken advantage of one of these opportunities. A tracking system should be implemented to ensure no one is overlooked or denied an opportunity. The "take aways" from these small unit leadership positions could also include a thorough "debrief" of their experience. Even though the midshipmen are provided some feedback through the Aptitude for Commissioning system, a junior officer assigned as a mentor could also provide some insight while in the position or once it has been fulfilled.

The importance of gender equality is apparent through the words and example of the Academy administration. However, there is always room for improvement, and specific training on the leadership challenge involved in gender issues is a perspective that should be adopted. Verbal and

70

behavioral gender slights represent a leadership failure. With continued attention to the issues that evolve when men and women work together, compete or live in such close quarters, the leadership at the Academy has an opportunity to set the example and not tolerate anything but the highest standards.

To improve the formal education each midshipman receives in the classroom, it is important to expand the academic and experience base of the Naval Leadership instructor core. The Ethics courses are taught by instructors and professors with more experience and advanced degrees. The same prerequisites should hold for the instructors and professors teaching the core leadership courses. The way the material is presented to the students is also important to note. The ethics course emphasizes case studies and a discussion-based seminar. A similar setting could be provided in the core leadership classrooms. The military staff at the Naval Academy provide years of experience and "sea stories" that could be used to explore different leadership traits, theories and principles. Another improvement could be the addition of an introductory psychology course to the core required courses. The theories taught there would be a good complement to those taught in the leadership and ethics courses. With these improvements, the formalized classroom leadership instruction could be improved upon and combined with the "hands-on" training in Bancroft Hall and during summer training, to produce even higher quality future officers.

As with every research project, additional avenues for research are discovered. The qualitative study was met

with enthusiasm from the midshipmen and yielded insights regarding leadership perceptions. Focus groups are efficient but interviews could be conducted to obtain finer details and more in-depth results as a follow-up to issues that emerged from the focus group discussions. Additional studies should focus on each class separately, as our study grouped the second and third class midshipmen together. This may produce a different perspective that we did not have the opportunity to discover. Finally, a study could be conducted to compare and contrast the development of midshipmen to the cadets at the United States Military Academy or the United States Air Force Academy and see if the results could be used to improve the development of all of our services' future officers.

APPENDIX A: FOCUS GROUP SURVEY

<u>SURVEY ACTIVITY – Number_____</u>

RANK THE FOLLOWING, USING A ZERO-FIVE SCALE, WITH REFERENCE TO THEIR INFLUENCE ON YOUR LEADERSHIP DEVELOPMENT.

SCALE: 0 – NOT APPLICABLE
            1 – LOW
            5 – HIGH

CIRCLE THE APPLICABLE NUMBER FOR EACH ONE.

SENIOR OFFICERS AT USNA: 0   1   2   3   4   5

COMPANY OFFICERS: 0   1   2   3   4   5

SENIOR ENLISTED: 0   1   2   3   4   5

COACHES: 0   1   2   3   4   5

TEAM CAPTAINS: 0   1   2   3   4   5

OFFICER REPS (SPORTS, ECA'S OR BSA'S): 0   1   2   3   4   5

MILITARY FACULTY: 0   1   2   3   4   5

CIVILIAN FACULTY: 0   1   2   3   4   5

RETIRED MILITARY OFFICERS: 0   1   2   3   4   5

SPONSOR'S: 0   1   2   3   4   5

FAMILY: 0   1   2   3   4   5

CHAPLAINS: 0   1   2   3   4   5

FIRST CLASS STRIPERS: 0   1   2   3   4   5

FIRST CLASS: 0   1   2   3   4   5

SECOND CLASS (when you were a plebe or youngster): 0   1   2   3   4   5

THIRD CLASS (when you were a plebe): 0   1   2   3   4   5

PEERS: 0   1   2   3   4   5

THIS PAGE INTENTIONALLY LEFT BLANK

APPENDIX B: 2004 VALUES ASSESMENT SURVEY

ACADEMY LEADERSHIP

How would you rate the effectiveness of the Senior Leadership last year?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	No opinion
61. Overall, the senior leadership (Superintendent, Commandant, Deputy Commandant, and Academic Dean) effectively led by word, deed, and example.						
62. Overall, the senior military officers (O5 and above) stationed on the Yard effectively led by word, deed, and example.						
63. Overall, the faculty effectively led by word, deed, and example.						

How would you rate the company officer and senior enlisted from last year?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	No opinion
64. My company officer took a personal interest in my development.						
65. My company officer was fair in his/her dealings with the midshipmen in the company.						
66. My company officer led by word, deed, and example.						
67. My senior enlisted took a personal interest in my development.						
68. My senior enlisted was fair in his/her dealings with the midshipmen in the company.						
69. My senior enlisted led by word, deed, and example.						

To what extent do you **agree or disagree** with each of the following statements concerning the typical experiences with your stripers in your midshipman chain of command last year?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	No opinion
70. They were qualified for their striper positions.						
71. They represented a diverse cross-section of midshipmen.						
72. They effectively led by word, deed, and example.						
73. They took a personal interest in my development.						
74. They acted without any gender/ethnic favoritism or bias.						

*Note: Only questions 61-74 from the 2004 USNA Values Survey are listed above. The full survey is on file at the Office of Institutional Research at the U.S. Naval Academy.

APPENDIX C: VALUES ASSESSMENT SURVEY ANOVA TABLES

ANOVA
cmgrp1
Tests of Between-Subjects Effects
Dependent Variable: cmgrp1 mean of mq61-63

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	16.39	2	8.20	22.38	0.000
Intercept	46617.31	1	46617.31	127290.23	0.000
grad_yr	16.39	2	8.20	22.38	0.000
Error	948.90	2591	0.37		
Total	47965.44	2594			
Corrected Total	965.29	2593			

a   R Squared = .017 (Adjusted R Squared = .016)

ANOVA
cmgrp2
Tests of Between-Subjects Effects
Dependent Variable: cmgrp2 means of responses for mq64-66

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	11.76	2	5.88	3.94	0.019
Intercept	26794.71	1	26794.71	17983.22	0.000
grad_yr	11.76	2	5.88	3.94	0.019
Error	3894.82	2614	1.49		
Total	30879.44	2617			
Corrected Total	3906.57	2616			

a   R Squared = .003 (Adjusted R Squared = .002)

ANOVA
cmgrp3
Tests of Between-Subjects Effects
Dependent Variable: cmgrp3 means of mq67-69

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	17.26	2	8.63	6.51	0.002
Intercept	32180.37	1	32180.37	24267.72	0.000
grad_yr	17.26	2	8.63	6.51	0.002
Error	3470.29	2617	1.33		
Total	35942.89	2620			
Corrected Total	3487.55	2619			

a   R Squared = .005 (Adjusted R Squared = .004)

ANOVA
cmgrp4
Tests of Between-Subjects Effects
Dependent Variable: cmgrp4 means of mq70, 72, 73

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.96	2	1.48	1.98	0.138
Intercept	25384.95	1	25384.95	33961.48	0.000
grad_yr	2.96	2	1.48	1.98	0.138
Error	1891.83	2531	0.75		
Total	27470.11	2534			
Corrected Total	1894.79	2533			

a   R Squared = .002 (Adjusted R Squared = .001)

ANOVA
team captains
Tests of Between-Subjects Effects
Dependent Variable: mques05

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	15.199(a)	3	5.07	2.92	0.040
Intercept	576.173	1	576.17	332.43	0.000
class	15.199	3	5.07	2.92	0.040
Error	116.125	67	1.73		
Total	963	71			
Corrected Total	131.324	70			

a   R Squared = .116 (Adjusted R Squared = .076)

ANOVA
1/C stripers
Tests of Between-Subjects Effects
Dependent Variable: mques13

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	32.425(a)	3	10.81	7.58	0.000
Intercept	939.789	1	939.79	659.06	0.000
class	32.425	3	10.81	7.58	0.000
Error	154.003	108	1.43		
Total	1318	112			
Corrected Total	186.429	111			

a   R Squared = .174 (Adjusted R Squared = .151)

THIS PAGE INTENTIONALLY LEFT BLANK

LIST OF REFERENCES

Athens, A., Phillips, C., St. George, B., Fichter, D., Clarke, E., Cesari, G., et al. (Ed.) (2004). *Leadership and Human Behavior* (6th ed.). Boston: Pearson Custom Publishing.

Bass, B.M. (1990). *Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications* (3rd Ed.). New York: Free Press.

Bennis, W. (2003). *On becoming a leader*. Cambridge, MA: Perseus Publishing.

Burns, J.M. (1978). *Leadership*. New York: Harper Collins Publishers, Inc.

Conger, J.A. & Benjamin, B. (1999). *Building leaders: How successful companies develop the next generation*. San Fransisco: Jossey-Bass Publishers.

Donnithorne, L.R. (1993). *The West Point way of leadership*. New York: Doubleday.

Grassroots Leadership. *Mike's story*. Retrieved February 26, 2005 from http://www.grassrootsleadership.com/new/mike_story.htm

Gurney, G. & Sheehan, B. (1978). *Educational guide to U.S. service & maritime academies*. New York: Van Nostrand Reinhold Company.

Haskins, M.D. & Athens, A.J. (2004, June 24). Leadership Task Force presentation to the superintendent of the United States Naval Academy, Annapolis, MD.

Johnson, W.B., & Harper, G.P. (2005). *Becoming a leader the Annapolis way: 12 combat lessons from the Navy's leadership laboratory*. New York: McGraw-Hill.

Kelley, R.E. (1988). In Praise of Followers. *Harvard Business Review*, 193-204.

Kelley, R.E. (1992). *The power of followership*. New York: Currency-Doubleday.

Litzinger, W. & Schaefer, T. (1982). Leadership Through Followership. *Business Horizons*, 25(5), 78-81.

Lombardo, M.M. & Eichinger, R.W. (1989), *Eighty-eight assignments for development in place: Enhancing the development challenge of existing jobs*. Greensboro, NC: Center for Creative Leadership.

Lucas, G.E., Jr. & Rubel, W.R. (2004). *The moral foundations of leadership*. Boston: Pearson Education.

Lundin, S.C., & Lancaster, L.C. (1990). Beyond leadership…the importance of followership. *The Futurist*, 24(3), 18-22.

Manz, C.C. & Sims, H.P. (1989). *SuperLeadership*. New York: Prentice Hall Press.

McCauley, C.D., Moxley, R.S. & Van Velsor, E. (Ed.). (1998). *Handbook of leadership development*. San Fransisco: Jossey-Bass Publishers.

Micheli, E.J. (1998). *Leadership selection at the U.S. Naval Academy: An analysis of Brigade leaders and their fleet success.* Master's thesis, Naval Postgraduate School, Monterey, CA.

Montor, K. (Ed.). (1998). *Naval leadership: Voices of experience* (2nd Ed.). Annapolis, MD: Naval Institute Press.

O'Reilly, B. (1994, August). 360 degree feedback can change your life. *Fortune, 130*, 93-100.

Packard, G.A. (1999). *Longitudinal study of the social network influences on the leadership and professional military development of cadets at the U.S. Air Force Academy*. Air Force Institute of Technology, Wright-Patterson AFB, OH.

Rempt, R.P. (2005, January-February). Developing tomorrow's leaders, *Shipmate*, 4-5.

Strock, J.M. (1998). *Reagan on Leadership: Executive lessons from the great communicator.* Roseville, CA: Prima Publishing.

Svincki, M.D. (2004). *Learning and motivation in the postsecondary classroom*. Bolton, MA: Anker Publishing Company, Inc.

Todd, S.Y. & Kent, A. (2004). Perceptions of the role differentiation behaviors of ideal peer leaders: A study of adolescent athletes. *International Sports Journal, 8*, 105-118.

United States Naval Academy. (2004). *United States Naval Academy Vision*. Retrieved July 13, 2004 from United States Naval Academy Web Site: http://www.usna.edu/StrategicPlan/htmls/vision.html

United States Naval Academy. (2005a). Admissions Department Homepage. Retrieved February 27, 2005 from United States Naval Academy Web Site: http://www.usna.edu/Admissions/aboutusna.htm

United States Naval Academy. (2005b). Leadership, Ethics, and Law Courses Homepage. Retrieved February 27, 2005 from United States Naval Academy Web Site: http://intranet.usna.edu/OfficerDevelopment/LEL/Ethics andLawCourses.htm

United States Naval Academy. (2005c). Physical Education Department Homepage. Retrieved February 27, 2005 from United States Naval Academy Web Site: http://www.usna.edu//PEScheds/local/

United States Naval Academy. (2005d). Professional Programs Department Homepage. Retrieved February 27, 2005 from United States Naval Academy Web Site: http://www.usna.edu/ProDev/ProProgs.htm

Yorges, S.L., & Weiss, H.M. (1999). The effect of leader outcomes on influence, attributions, and perceptions of charisma. *Journal of Applied Psychology*, 84, 428-436.

THIS PAGE INTENTIONALLY LEFT BLANK

INITIAL DISTRIBUTION LIST

1. Defense Technical Information Center
    Ft. Belvoir, Virginia

2. Dudley Knox Library
    Naval Postgraduate School
    Monterey, California

3. Nimitz Library
    United States Naval Academy
    Annapolis, MD

4. Commandant of Midshipmen
    United States Naval Academy
    Annapolis, MD

5. Chair, Leadership, Ethics, and Law Department
    United States Naval Academy
    Annapolis, MD

6. Office of Institutional Research
    United States Naval Academy
    Annapolis, MD

7. Dr. Janice H. Laurence, Ph.D.
    Director, Research and Analysis
    Office of the Under Secretary of Defense
    (Personnel & Readiness)
    4000 Defense Pentagon, Room 3C980
    Washington, DC 20301-4000

8. Lieutenants Kristopher W. & Ghislaine W. Stonaker, USN
    Commandant's Staff
    United States Naval Academy
    Annapolis, MD

9. Alice Crawford
    Associate Dean for Distance Learning
    Naval Postgraduate School
    Graduate School of Business and Public Policy
    555 Dyer Road
    Monterey, CA 93943